17

**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for Permanent Senior Promoted Posts in Primary, Secondary and Special Schools**

**Toolkit for Managers**

**May 2015**

***This toolkit will be subject to future updates to reflect best practice. Please consult the Resource Planning Team for* *advice if required.***

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**CONTENTS**

**Vacancy Documentation PAGE 7**

Vacancy Control (VC) Form 7

**Documentation for Advert PAGES 9 - 41**

East Dunbartonshire Council Role Profile and Person Specification: Head Teacher (all sectors) 11

East Dunbartonshire Council Role Profile and Person Specification: Depute Head Teacher Primary 19

East Dunbartonshire Council Role Profile and Person Specification: Depute Head Teacher Secondary 27

East Dunbartonshire Council Role Profile and Person Specification: Depute Head Teacher Special 35

**Documentation forApplications PAGES 43-50**

Report Form 45

Approval of Teachers in Catholic Schools Form 49

**Documentation forLeeting and Interviews PAGES 51-59**

Long/Short Leeting Assessment Summary 53

Competency Scoring Matrix 55

Panel Interview and Scoring Summary Form 57

**Documentation for Appointments PAGES 61- 80**

Appointment Form 63

Sample Contracts 65

**Guidance Notes PAGES 81-89**

Guidance on Parental Involvement in the Appointment Processes for Head Teacher and Deputy 83

Head Teacher posts 2007

Guidance notes on interviews 89

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**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Documentation for Vacancy Control (VC)**

**Vacancy Control Form Page 7**

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**Vacancy Control Form Procedure Manual 2/02 Section 3.6**

### The Head Teacher (in the case of a Depute Head Teacher post) or the Chief Education Officer (in the case of a Head Teacher post) should complete and submit a Vacancy Control (VC) form, available on the HUB or from HR Service Support, to the authority for approval. A post will not be advertised until all documentation has been received and approved.

### **The copy below is for reference purposes only**.

|  |
| --- |
| **Role Details** |

Service/Department: Location:

Post Title: Post No:

FT/PT/JS: Grade:

Hours Per Week Political Restriction

Car User Status: Disclosure Level

Responsible To: Post:

Name of Previous Postholder: Date of Leaving:

**Funding Details**

Will essential turnover savings be met?

Please specify source & duration of

external funding.

Is budgetary provision available for this post?

**Advertising Details**

Please note that prior to advertising, all posts will be screened as potential redeployment opportunities and may be withdrawn.

Internal Advert only (Secondment/ Acting Up)

Internal & External

Please state additional publications to Myjobscotland

Advertising Cost Code:

**Temporary Post Details – Only complete if applicable**

Reason for and implications of not filling/extending temporary post.

Current Contract End Date

**Committee & CMT Approval**

Committee Report No Committee Date CMT Approval Date:

Head of Service Approval for Teaching Posts

Signed: Designation:

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**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Documentation for Advert**

**EDC Role Profile and Person Specification : Head Teacher (all sectors) Page 11**

**EDC Role Profile and Person Specification : Depute Head Teacher (Primary) Page 19**

**EDC Role Profile and Person Specification : Depute Head Teacher (Secondary) Page 27**

**EDC Role Profile and Person Specification : Depute Head Teacher (Special) Page 35**

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**Role Profiles Procedure Manual 2/02 Section 3.7**

A Role Profile, as agreed through LNCT, is available for each post. These are available on the HUB or from HR Service Support. **The copies below are for reference purposes only**. To ensure that current Role Profiles are being used, always refer to the HUB or HR Service Support.

|  |
| --- |
| **Role Details HEAD TEACHER** |

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | **Head Teacher** | Service | **Education Service** |
| Directorate | **Community Services** | Reporting to | **Head of Education** |
| Grade & Salary | **HT Scale Point**  **(Subject to Job Sizing)**  **£** | Hours | **35 Hours** |
| Location | **East Dunbartonshire Council School** | | |

**Role Purpose**

* Conduct the affairs of the school, within the resources available, to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the Council under the overall direction of the Head of Education.
* Manage the affairs of the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to employees and pupils.
* Formulate clear aims for the school and policies to ensure their achievement, within the framework of the Council's policies and ensure that these are communicated to all employees, pupils, parents and other users of the school.
* Attend, on behalf of the Council, Parent Council meetings and to provide to the Parent Council such advice and information as is required in terms of the Scottish Schools (Parental Involvement) Act 2006.
* Encourage and promote the development of the corporate life of the school and by so doing create an ethos conducive to healthy relationships, high morale and sound learning.
* Contribute more generally to the work of the education service as required, for example, by participating in working groups formed by the Council.
* Work in partnership with teacher trade union representatives to deliver the appropriate devolved collective agreements within the context of the Local Negotiating Committee for Teachers and/or East Dunbartonshire Council policy.

**Role Accountabilities & Key Activities**

In addition to the duties listed below, the Head Teacher will undertake such other duties as may from time to time be assigned by the Head of Education within the context Scottish Negotiating Committee for Teachers Conditions of Service.

**Management of employees**

* Participate as required in the selection and appointment of the employees of the school
* Ensure that the expertise of employees is recognised, and is employed in such a way that pupils and their parents benefit fully and that employees may be clear about their individual roles and may derive as much satisfaction as possible from their work
* Consult fully with employees on the formulation, implementation and evaluation of school policy
* Promote the professional development and welfare of employees both collectively and individually
* Implement within the school all relevant conditions of service, disciplinary and grievance procedures and other matters of a contractual nature
* Consult with relevant colleagues, assess and monitor the effectiveness of employees and provide reports as required for appointment and promotion purposes

**Management of the curriculum**

* Manage and develop the curriculum in accordance with the policies of the Council
* Encourage the development of teaching methods which promote effective learning by all
* Prepare efficient arrangements for the timetabling of employees so that the requirements of the curriculum may be adequately met
* Ensure that the progress of pupils is monitored, recorded and reported to parents and others who may have a right to know
* Devise an overall policy for pupil guidance and establish effective structures for its implementation
* Ensure the implementation of strategic policies of the Council, for example, in relation to equal opportunities

**Management of resources**

* Ensure that appropriate arrangements are made for the management of the school budget and any other school finances, including proper procedures to account for these
* Formulate policies to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation
* Prepare proposals for the disbursement of per capita funding for teaching and learning materials and submit information, if requested, on these to the Parent Council
* Ensure that appropriate procedures are observed in relation to the health and safety of all users
* Assist the Council’s Assets and Property Services Team to ensure that school buildings are properly maintained

**Management of communications**

* Establish effective channels of communication among all employees and with all users of the school
* Consistently review channels of communication
* Consult and communicate with parents about the affairs of the school and the progress of their children, in particular by arranging regular meetings between parents and teachers to assist such communication
* Act as the school's official correspondent with the Council and with other groups such as other departments of the Council, external agencies, other schools, parents and the wider community, as appropriate.
* Report to the Council on matters affecting the school and in particular, alert the Council to situations of a non-routine nature
* Maintain all necessary records relating to the life and work of the school and respond timeously to requests for information by the Council or other bodies to which there is a duty to respond

**Management of the corporate life of the school**

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

**Key Relationships**

* Role performs as a member of the Educational Service’s Leadership Team

Key relationships include elected members, all users of the school and the school's employees, the office-bearers and members of the Parent Council, other educational establishments, officers of the Council and other departments of the Council, teacher trade union representatives, representatives of the wider community, and representatives of external agencies with rights to operate in relation to the school.

**Context**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location:** | Insert Name of School | | | | | | | |
| **Mobility:**  *(If the role is required to operate from more than one location or to work between locations, this should be stated)* |  | | | | | | | |
| **Terms & Conditions Applicable to the Role:**  *(please tick as appropriate)* | Single Status |  | | | | | | |
| Craft |  | | | | | | |
| SNCT/LNCT | 🗸 | | | | | | |
| **Role Status:**  *(Please tick as appropriate)* | Permanent | 🗸 | | | | | | |
| Temporary |  | | | | | | |
| Casual |  | | | | | | |
| Sessional |  | | | | | | |
| **Working Hours:**  *(per week)* | 35 hours | 🗸 | | | | | | |
| 37 hours |  | | | | | | |
| Other (please specify) |  | | | | | | |
| **Work Pattern:** |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Start Time |  |  |  |  |  |  |  |
| Finish Time |  |  |  |  |  |  |  |
| Unpaid Break |  |  |  |  |  |  |  |
| Total Daily Hours |  |  |  |  |  |  |  |
| Non-fixed work pattern (e.g. annualised hours)  *(please describe)* | The working year is 195 days  The working hours are 35 hours per week  In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum also applies. | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shift Pattern:**  *(Insert the shift pattern – days to be worked, hours per day, over how many weeks)* |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Days to be worked |  |  |  |  |  |  |  |
| No of hours to be worked per day |  |  |  |  |  |  |  |
| Over how many weeks |  | | | | | | |
| Other relevant information |  | | | | | | |
| **52 Weeks/Term-Time**  *(please tick as appropriate):* | 52 Weeks |  | | | | | | |
| Term time 39 Weeks | 🗸 | | | | | | |
| Term time 41.8 Weeks |  | | | | | | |
| Term time (other) (please specify number of weeks) |  | | | | | | |
| **Requirement to work out with normal work/shift pattern:** | Yes | 🗸 | | | | | | |
| If ‘yes’ please give details | As agreed through 35 hour working week collegiate calendar  There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate. | | | | | | |
| No |  | | | | | | |
| **Is this role suitable for Job Share:** | Yes | 🗸 | | | | | | |
| No |  | | | | | | |
| If ‘no’ please give details |  | | | | | | |
| **Contractual Overtime Requirements:**  *(Does this role require to have contractual overtime? If so, state the number of contractual overtime hours per week here)* | Not Applicable | 🗸 | | | | | | |
| Yes  Please Specify no of Hours (per week) |  | | | | | | |
| **Stand-By Rota:**  *(Will this role be subject to a stand-by rota?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, describe frequency |  | | | | | | |
| No | 🗸 | | | | | | |
| **Externally Funded:**  *(Is the role externally funded? If so, from which funding stream?)- (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, specify the funding stream |  | | | | | | |
| If Yes, specify length of funding |  | | | | | | |
| No | 🗸 | | | | | | |
| **Flexible Working Hours Scheme:**  *(Will the Council’s Flexible Working Hours Scheme apply to this role?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| No | 🗸 | | | | | | |
| **Disclosure:**  *(Is a disclosure check required? If so, what level?) – (Please tick as appropriate)* | Not Applicable |  | | | | | | |
| Standard |  | | | | | | |
| Enhanced |  | | | | | | |
| Other (please specify) | PVG | | | | | | |

|  |  |
| --- | --- |
| **Criminal Convictions:**  *Are there any criminal convictions that apply to the role? If so, state the reasons why)* | No |
| **Proper Officer:**  *(If the role has proper officer accountabilities - describe these here)* | No |
| **Politically Restricted:**  *(If the role is politically restricted, please give details)* | No |

**Personal Specification – HEAD TEACHER, East Dunbartonshire Council SCHOOL**

|  |  |  |
| --- | --- | --- |
| **Personal Specification** | Essential | **Desirable** |
| KNOWLEDGE | * Knowledge of and active involvement in a range of curricular and policy developments * Understanding of and commitment to inclusion and equality * Ability to plan educational quality improvement and implement this in an innovative manner * Knowledge of financial systems * Strong business acumen and commercially aware with sound knowledge of business drivers and the external environment * Assessing business needs from multiple sources, producing high level summaries and recommend appropriate interventions | * Evidence of implementing a variety of curriculum and policy developments * Involvement in the promotion of inclusion and equality in a school context |
| SKILLS | * Team leadership and managerial skills with the ability to motivate and inspire others * Team working and team building skills * Diagnostic, analytical and advisory skills * Relationship, influencing and negotiation skills * Commitment to a participative management style. * Strong written and verbal communication skills and ability to tailor communication depending on audience * Ability to manage and implement the pace of change. * Consultative, good listener, supportive of colleagues and highly participative * Commitment to the development of a positive school ethos | * Evidence of ability to make decisions and act on own initiative. * Articulate and able to make presentations to a variety of audiences * Management style which supports, monitors and evaluates developments * Experience of dealing with employees in a variety of situations * Evidence of implementing a variety of curricular and policy developments. * Involvement in the active promotion of a positive school ethos |
| EXPERIENCE  (Occupational – Minimum Experience) | * Proven experience of leading and managing teams to achieve high performance * Strong track record of managing processes and procedures to an exceptional standard * Good evidence of developing processes successfully in areas such as strategy, policy, performance management, partnerships and governance * Maintaining and managing the highest standards of professional Business Support practices through effective management * A first class record of achievement and meeting targets * Extensive teaching and senior management experience throughout the primary/secondary sector (as appropriate) * Broad generalist knowledge across all disciplines gained through experience. * Extensive experience in the areas of quality improvement in Education | * Local authority experience at a senior level or senior school management knowledge/experience * Successful in a HT or DHT post * Successful experience of quality assurance processes through HMIE |
| EDUCATION/  TRAINING  (Educational – Minimum Qualifications) | * As required by the General Teaching Council for Scotland | * Additional relevant qualification in education or management (or equivalent) |
| PERSONAL QUALITIES | * Must have a high level of credibility in order to influence and effectively manage business relationships * Pragmatism, a can-do attitude and a high achievement drive will be essential * Strong client and service delivery orientation * Ability to work on own initiative whilst balancing team, service and corporate responsibilities * Capability to deliver through other people and continually push boundaries of service and effective ways of working * Self-Motivated, Flexible & Adaptable * Approachable - Customer focused * Team player * Ability to work under pressure to deliver positive results * RC Church Approval required (optional) * A high level of commitment to promoting the vision, values and aims of the Catholic school (optional) | * Commitment to personal development of employees * Evidence of highly developed leadership skills * Evidence of contribution to the Catholic ethos of the school (optional) |
| DRIVING LICENCE | * Not appropriate |  |

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|  |
| --- |
| **Role Details DEPUTE HEAD TEACHER (PRIMARY)** |

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | **Depute Head Teacher (Primary)** | Service | **Education** |
| Directorate | **Community Services** | Reporting to | **Head Teacher** |
| Grade & Salary | **DHT Scale Point**  **(Subject to Job Sizing)**  **£** | Hours | **35 Hours** |
| Location | **East Dunbartonshire Council Primary School** | | |

**Role Purpose**

* Support the performance of the school through a culture of team work and flexibility, contributing to the overall success of the school and Council.
* Work to continuously improve service delivery and performance of the Education Service.
* In addition to the duties of a teacher, as detailed in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (Part 2 Section 2.3), ensure effective and efficient management of teaching employees

**Role Accountabilities & Key Activities**

In addition to the duties listed below, the Depute Head Teacher will undertake such other duties as may from time to time be assigned by the Head Teacher within the context of the Scottish Negotiating Committee for Teachers Conditions of Service.

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

To ensure that employees receive effective leadership, good management and strategic direction, the role will:

* Be responsible to the Head Teacher for positive leadership, good management and strategic direction of the school
* Assist and, where necessary, deputise for the Head Teacher in the conduct of the school’s affairs
  + Assist in the maintenance of discipline, promote positive behaviour and contribute to the development of a positive ethos within the school
* Be responsible for direct line management of identified teaching employees
  + Provide professional advice, support and guidance to teaching and other employees as appropriate

* + Be responsible for the arrangements related to and the deployment of probationer and student teachers
  + Responsible for the management of the welfare and pastoral care of employees, as delegated by the Head Teacher
* Direct and/or co-ordinate school support employees
* Be accountable for a budget to achieve objectives relating to specific projects/priorities/activities within the context of the management responsibilities of the post, as appropriate
* Be responsible for health and safety arrangements relating to an area of the curriculum and / or a stage of the school
  + Participate in the recruitment and selection of teaching and school support employees where appropriate, as delegated by the Head Teacher

**Curriculum Development and Quality Assurance**

To ensure that curriculum structure, progression planning, teaching methods and available resources are delivering effective

learning for all pupils, the role will:

* Act as a model of good classroom practice through teaching assigned classes together with associated planning, correction, assessment and evaluation
* Be responsible for reviewing the CPD needs, career development and performance of colleagues, as delegated by the Head Teacher
* Be responsible for producing and leading implementation of an identifiable area of the school improvement plan relating to groups of pupils and / or specific whole school policy
* Be responsible for monitoring curriculum development and learning and teaching relating to a stage (s) of the school
* Contribute to the whole school self evaluation process to ensure continuous improvement
* Support and contribute to the implementation of the education service policy on quality assurance and associated national guidelines

* Contribute to the school Standards and Quality Report
* Assist in the timetabling of learning and teaching activities according to the resources of the school

**Implementation of Whole School Policy**

To ensure that appropriate school policies are developed, managed and implemented effectively, the role will:

* Be responsible for the development, management and implementation of whole school policy relating to ONE of the following areas:

Pupil behaviour management

Pupil guidance/ pupil support/ pastoral care /pupil welfare

Pupil assessment

* Contribute to the development, management and implementation of other whole school policies and procedures.

**Key Relationships**

This role is required to develop, maintain and strengthen links with colleagues, parents, other schools, agencies, establishments and the wider community through a variety of activities and initiatives.

**Context**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location:** | Insert Name of School | | | | | | | |
| **Mobility:**  *(If the role is required to operate from more than one location or to work between locations, this should be stated)* |  | | | | | | | |
| **Terms & Conditions Applicable to the Role:**  *(please tick as appropriate)* | Single Status |  | | | | | | |
| Craft |  | | | | | | |
| SNCT/LNCT | 🗸 | | | | | | |
| **Role Status:**  *(Please tick as appropriate)* | Permanent | 🗸 | | | | | | |
| Temporary |  | | | | | | |
| Casual |  | | | | | | |
| Sessional |  | | | | | | |
| **Working Hours:**  *(per week)* | 35 hours | 🗸 | | | | | | |
| 37 hours |  | | | | | | |
| Other (please specify) |  | | | | | | |
| **Work Pattern:** |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Start Time |  |  |  |  |  |  |  |
| Finish Time |  |  |  |  |  |  |  |
| Unpaid Break |  |  |  |  |  |  |  |
| Total Daily Hours |  |  |  |  |  |  |  |
| Non-fixed work pattern (e.g. annualised hours)  *(please describe)* | The working year is 195 days  The working hours are 35 hours per week  In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum also applies. | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shift Pattern:**  *(Insert the shift pattern – days to be worked, hours per day, over how many weeks)* |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Days to be worked |  |  |  |  |  |  |  |
| No of hours to be worked per day |  |  |  |  |  |  |  |
| Over how many weeks |  | | | | | | |
| Other relevant information |  | | | | | | |
| **52 Weeks/Term-Time**  *(please tick as appropriate):* | 52 Weeks |  | | | | | | |
| Term time 39 Weeks | 🗸 | | | | | | |
| Term time 41.8 Weeks |  | | | | | | |
| Term time (other)(please specify number of weeks) |  | | | | | | |
| **Requirement to work out with normal work/shift pattern:** | Yes | 🗸 | | | | | | |
| If ‘yes’ please give details | As agreed through 35 hour working week collegiate calendar  There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate. | | | | | | |
| No |  | | | | | | |
| **Is this role suitable for Job Share:** | Yes | 🗸 | | | | | | |
| No |  | | | | | | |
| If ‘no’ please give details |  | | | | | | |
| **Contractual Overtime Requirements:**  *(Does this role require to have contractual overtime? If so, state the number of contractual overtime hours per week here)* | Not Applicable | 🗸 | | | | | | |
| Yes  Please Specify no of Hours (per week) |  | | | | | | |
| **Stand-By Rota:**  *(Will this role be subject to a stand-by rota?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, describe frequency |  | | | | | | |
| No | 🗸 | | | | | | |
| **Externally Funded:**  *(Is the role externally funded? If so, from which funding stream?)- (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, specify the funding stream |  | | | | | | |
| If Yes, specify length of funding |  | | | | | | |
| No | 🗸 | | | | | | |
| **Flexible Working Hours Scheme:**  *(Will the Council’s Flexible Working Hours Scheme apply to this role?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| No | 🗸 | | | | | | |
| **Disclosure:**  *(Is a disclosure check required? If so, what level?) – (Please tick as appropriate)* | Not Applicable |  | | | | | | |
| Standard |  | | | | | | |
| Enhanced |  | | | | | | |
| Other (please specify) | PVG | | | | | | |

|  |  |
| --- | --- |
| **Criminal Convictions:**  *Are there any criminal convictions that apply to the role? If so, state the reasons why)* | No |
| **Proper Officer:**  *(If the role has proper officer accountabilities - describe these here)* | No |
| **Politically Restricted:**  *(If the role is politically restricted, please give details)* | No |

**Key Relationships**

* Role performs as a member of the Educational Service’s Leadership Team

Key relationships include elected members, all users of the school and the school's employees, the office-bearers and members of the Parent Council, other educational establishments, officers of the Council and other departments of the Council, teacher trade union representatives, representatives of the wider community, and representatives of external agencies with rights to operate in relation to the school

**Personal Specification – Depute Head Teacher (Primary)**

|  |  |  |
| --- | --- | --- |
| **Personal Specification** | Essential | **Desirable** |
| **KNOWLEDGE** | * Organisational awareness and knowledge of internal and external   drivers   * Comprehensive knowledge and understanding of the curriculum at all stages * Awareness of a wide range of learning and teaching strategies and resources and an understanding of how to use these to enhance the learning environment for all pupils * Knowledge and understanding of key educational policies and priorities at national and local level * Sound knowledge and understanding of appropriate leadership and management theory * Sound knowledge and understanding of current child protection legislation   + Practical application of knowledge and understanding across the key areas of the role | * + Knowledge and understanding of current educational research and the implications for improving practice |
| **SKILLS** | * Demonstrable numeracy, diagnostic and analytical skills * Demonstrable strong written and verbal communication skills with the ability to tailor communication to the needs of the audience * Demonstrable excellent classroom teaching and classroom   management skills, including planning, organisation and  prioritisation of work requirements with ability to act as a model of good practice in these areas   * Ability to assess business needs from multiple sources, producing high level summaries and recommend appropriate interventions * Highly developed and demonstrable interpersonal skills * Demonstrable influencing, negotiating, facilitation, coaching and team   working skills   * Proven ability to monitor and evaluate practice, including self evaluation * Highly developed organisational skills   + Ability to motivate and lead employees effectively through   participative management   * Ability to manage and implement the pace of change and workload effectively * Demonstrable team leadership skills | * Evidence of effective administrative and organisational skills to a high order * Proven ability to foster links with the community |
| **EXPERIENCE**  (Occupational – Minimum Experience) | * Experience in successful teaching across age and ability range * Experience of using collaborative approaches in learning and teaching, including co- operative learning * Experience of using positive behaviour management strategies * Experience of working within a team to develop the curriculum and / or to develop policy * Experience of working in partnership with parents, external agencies and the wider community | * Experience of working   in eg nursery setting, special unit, if appropriate   * Evidence of implementing   ASL policies and  practice if appropriate   * Experience of implementing quality improvement procedures |
| **EDUCATION/**  **TRAINING**  (Educational – Minimum Qualifications) | * As required by the General Teaching Council for Scotland * Recent and relevant Continuing Professional Development * Certificate to teach RE in a denominational school (optional) | * + Relevant post graduate qualification(s)   + Evidence of Continuing Professional Development relating to leadership and management |
| **PERSONAL QUALITIES** | * + - High level of credibility and professionalism in the role of teacher * Pragmatic with a can – do attitude and a high achievement drive * Enthusiastic and an ability to motivate others * Proven track record in the creation of a positive school ethos   which values each individual equally   * Willingness and ability to work on own initiative whilst balancing service responsibilities * Ability to work as an effective member of a team * Commitment to personal and professional development * Caring and courteous approach to dealing with pupils,   employees and parents   * Highly developed interpersonal qualities - friendly, patient, trustworthy, tactful, caring, discreet, supportive * Supportive of a creative and flexible teaching and management style * Ability to work under pressure to deliver positive results * Ability to handle difficult situations in a sensitive manner * Strong customer and service delivery orientation * RC Church Approval required (optional) * A high level of commitment to promoting the vision, values and aims of the Catholic school (optional) | * + Evidence of support and involvement in the wider life of the school   + Evidence of contribution to the Catholic ethos of the school (optional) |
| **DRIVING LICENCE** | * + - Not appropriate |  |

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|  |
| --- |
| **Role Details** |

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | **Depute Head Teacher (Secondary)** | Service | **Education** |
| Directorate | **Community Services** | Reporting to | **Head Teacher** |
| Grade & Salary | **DHT Scale Point**  **(Subject to Job Sizing)**  **£** | Hours | **35 Hours** |
| Location | **East Dunbartonshire Council Secondary School** | | |

**Role Purpose**

* Support the performance of the school through a culture of team work and flexibility, contributing to the overall success of the school and Council.
* Work to continuously improve service delivery and performance of the Education Service.
* In addition to the duties of a teacher, as detailed in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (Part 2 Section 2.3), ensure effective and efficient management of teaching employees.
* This role profile provides for an equalisation of remit and job size for Depute Head Teachers within any one secondary school in accordance with the Local Negotiating Committee for Teachers agreement -Depute Head Teachers in Secondary Schools Management Arrangements for the Equalisation of Remit and Salary.

**Role Accountabilities & Key Activities**

In addition to the duties listed below, the Depute Head Teacher (Secondary) will undertake such other duties as may from time to time be assigned by the Head Teacher within the context of the Scottish Negotiating Committee for Teachers Conditions of Service.

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

To ensure that employees receive effective leadership, good management and strategic direction, the role will:

* Be responsible to the Head Teacher for positive leadership, good management and strategic direction of the school
* Assist and, where necessary, deputise for the Head Teacher in the conduct of the school’s affairs
* Assist in the maintenance of discipline, promote positive behaviour and contribute to the development of a positive ethos within the school
* Be responsible for direct line management of identified teaching employees
* Provide professional advice, support and guidance to teaching and other employees as appropriate
  + - Be responsible for the arrangements related to, and the deployment of, probationer and student teachers
* Direct and/or co-ordinate school support employees, where appropriate
  + - Responsible for the management of the welfare and pastoral care of employees, as delegated by the Head Teacher
* Be accountable for a budget to achieve objectives relating to specific projects/priorities/activities within the context of the management responsibilities of the post, as appropriate
* Be responsible for health and safety arrangements relating to a stage of the school .
* Participate in the recruitment and selection of teaching and school support employees, where appropriate, as delegated by the head teacher

**Curriculum Development and Quality Assurance**

To ensure that curriculum structure, progression planning, teaching methods and available resources are delivering effective

learning for all pupils, the role will:

* Act as a model of good classroom practice through teaching assigned classes together with associated planning, correction, assessment and evaluation
* Contribute to the process of cross curricular learning and activities
* Be responsible for reviewing the CPD needs, career development and performance of colleagues, as delegated by the Head Teacher
* Be responsible for producing and leading implementation of an identifiable area of the school improvement plan relating to groups of pupils and/or specific whole school policy
* Be responsible for monitoring curriculum development and learning and teaching relating to a stage(s) of the school
* Contribute to the whole school self evaluation process to ensure continuous improvement
* Support and contribute to the implementation of the education service policy on quality assurance and associated national guidelines
* Contribute to the school Standards and Quality Report

**Implementation of Whole School Policy**

To ensure that appropriate school policies are developed, managed and implemented effectively, the role will:

* Be responsible for the development, management and implementation of whole school policy and practice relating to ONE of the following areas, as appropriate

Pupil behaviour management

Pupil guidance/ pupil support/ pastoral care /pupil welfare

Pupil assessment

Whole school timetabling

ICT strategy

* Contribute to the development and management of other whole school policies and be responsible for implementation of these within designated stage(s) of the school

**Key Relationships**

This role is required to develop, maintain and strengthen links with colleagues, parents, other schools, agencies, establishments and the wider community through a variety of activities and initiatives.

**Context**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location:** | Insert Name of School | | | | | | | |
| **Mobility:**  *(If the role is required to operate from more than one location or to work between locations, this should be stated)* |  | | | | | | | |
| **Terms & Conditions Applicable to the Role:**  *(please tick as appropriate)* | Single Status |  | | | | | | |
| Craft |  | | | | | | |
| SNCT/LNCT | 🗸 | | | | | | |
| **Role Status:**  *(Please tick as appropriate)* | Permanent | 🗸 | | | | | | |
| Temporary |  | | | | | | |
| Casual |  | | | | | | |
| Sessional |  | | | | | | |
| **Working Hours:**  *(per week)* | 35 hours | 🗸 | | | | | | |
| 37 hours |  | | | | | | |
| Other (please specify) |  | | | | | | |
| **Work Pattern:** |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Start Time |  |  |  |  |  |  |  |
| Finish Time |  |  |  |  |  |  |  |
| Unpaid Break |  |  |  |  |  |  |  |
| Total Daily Hours |  |  |  |  |  |  |  |
| Non-fixed work pattern (e.g. annualised hours)  *(please describe)* | The working year is 195 days  The working hours are 35 hours per week  In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum also applies. | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shift Pattern:**  *(Insert the shift pattern – days to be worked, hours per day, over how many weeks)* |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Days to be worked |  |  |  |  |  |  |  |
| No of hours to be worked per day |  |  |  |  |  |  |  |
| Over how many weeks |  | | | | | | |
| Other relevant information |  | | | | | | |
| **52 Weeks/Term-Time**  *(please tick as appropriate):* | 52 Weeks |  | | | | | | |
| Term time 39 Weeks | 🗸 | | | | | | |
| Term time 41.8 Weeks |  | | | | | | |
| Term time (other) (please specify number of weeks) |  | | | | | | |
| **Requirement to work out with normal work/shift pattern:** | Yes | 🗸 | | | | | | |
| If ‘yes’ please give details | As agreed through 35 hour working week collegiate calendar  There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate. | | | | | | |
| No |  | | | | | | |
| **Is this role suitable for Job Share:** | Yes | 🗸 | | | | | | |
| No |  | | | | | | |
| If ‘no’ please give details |  | | | | | | |
| **Contractual Overtime Requirements:**  *(Does this role require to have contractual overtime? If so, state the number of contractual overtime hours per week here)* | Not Applicable | 🗸 | | | | | | |
| Yes  Please Specify no of Hours (per week) |  | | | | | | |
| **Stand-By Rota:**  *(Will this role be subject to a stand-by rota?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, describe frequency |  | | | | | | |
| No | 🗸 | | | | | | |
| **Externally Funded:**  *(Is the role externally funded? If so, from which funding stream?)- (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, specify the funding stream |  | | | | | | |
| If Yes, specify length of funding |  | | | | | | |
| No | 🗸 | | | | | | |
| **Flexible Working Hours Scheme:**  *(Will the Council’s Flexible Working Hours Scheme apply to this role?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| No | 🗸 | | | | | | |
| **Disclosure:**  *(Is a disclosure check required? If so, what level?) – (Please tick as appropriate)* | Not Applicable |  | | | | | | |
| Standard |  | | | | | | |
| Enhanced |  | | | | | | |
| Other (please specify) | PVG | | | | | | |

|  |  |
| --- | --- |
| **Criminal Convictions:**  *Are there any criminal convictions that apply to the role? If so, state the reasons why)* | No |
| **Proper Officer:**  *(If the role has proper officer accountabilities - describe these here)* | No |
| **Politically Restricted:**  *(If the role is politically restricted, please give details)* | No |

**Personal Specification – Depute Head Teacher Secondary School**

|  |  |  |
| --- | --- | --- |
| **Personal Specification** | Essential | **Desirable** |
| **KNOWLEDGE** | * Organisational awareness and knowledge of internal and external drivers * Comprehensive knowledge and understanding of the curriculum * Broad generalist knowledge across all disciplines gained   through experience   * Awareness of a wide range of learning and teaching strategies and resources and an understanding of how to use these to enhance the learning environment for all pupils * Knowledge and understanding of varied approaches to differentiation of learning and teaching * Knowledge and understanding of key educational policies and priorities at national and local level * Sound knowledge and understanding of appropriate leadership and management theory * Sound knowledge and understanding of current child protection legislation * Practical application of knowledge and understanding across the key areas of the role | * Knowledge and understanding of current educational research and the implications for improving practice |
| **SKILLS** | * Demonstrable diagnostic and analytical skills * Demonstrable strong written and verbal communication skills with the ability to tailor communication to the needs of the audience * Demonstrable excellent classroom teaching and classroom   management skills, including planning, organisation and  prioritisation of work requirements with ability to act as a model of good practice in these areas   * Ability to assess business needs from multiple sources, producing high level summaries and recommend appropriate interventions * Highly developed and demonstrable interpersonal skills * Highly developed organisational skills * Highly developed and demonstrable ability to monitor and evaluate practice, including self evaluation * Ability to motivate and lead employees effectively through   participative management   * Demonstrable influencing, negotiation, facilitation, coaching and team   working skills   * Ability to manage and implement the pace of change and workload effectively * Demonstrable team leadership and managerial skills | * Evidence of effective administrative and organisational skills to a high order * Proven ability to foster links with the community |
| **EXPERIENCE**  (Occupational – Minimum Experience) | * Successful experience in a post of responsibility in a secondary school * Proven experience in successful teaching across age and ability   range   * Experience of using positive behaviour management strategies * Experience of working within a team to develop the curriculum and / or to develop policy * Experience of leading teams * Experience of implementing quality improvement procedures | * + Evidence of implementing   ASL policies and  practice if appropriate   * Experience of working in partnership with parents, external agencies and the wider community |
| **EDUCATION/**  **TRAINING**  (Educational – Minimum Qualifications) | * As required by the General Teaching Council for Scotland * Recent and relevant Continuing Professional Development | * Relevant post graduate   qualification(s)   * Evidence of Continuing   Professional Development  relating to leadership and  management.   * Certificate to teach RE in a denominational school (optional) |
| **PERSONAL QUALITIES** | * High level of credibility and professionalism in the role of teacher * Pragmatic with a can–do attitude and a high achievement drive * Enthusiastic and able to motivate others * Proven track record in the contribution to the creation of a positive school ethos which values each individual equally * Willingness and ability to work on own initiative whilst balancing service responsibilities * Ability to work as an effective member of a team * Commitment to personal and professional development * Caring and courteous approach to dealing with pupils,   employees and parents   * Highly developed interpersonal qualities - friendly, patient, trustworthy, tactful, caring, discreet, supportive * Ability to handle difficult situations in a sensitive manner * Supportive of a creative and flexible style in teaching and management * Ability to work under pressure to deliver positive results * Strong customer and service delivery orientation * RC Church Approval required (optional) * A high level of commitment to promoting the vision, values and aims of the Catholic school (optional) | * Evidence of   establishing positive relationships with pupils, employees, parents and the wider community   * Evidence of   involvement in the life  of the wider school   * + Evidence of contribution to the Catholic ethos of the school (optional) |
| **DRIVING LICENCE** | * Not applicable |  |

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|  |
| --- |
| **Role Details** |

|  |  |  |  |
| --- | --- | --- | --- |
| Job Title | **Depute Head Teacher (Special)** | Service | **Education** |
| Directorate | **Community Services** | Reporting to | **Head Teacher** |
| Grade & Salary | **DHT Scale Point**  **(Subject to Job Sizing)**  **£** | Hours | **35 Hours** |
| Location | **East Dunbartonshire Council School** | | |

**Role Purpose**

* Support the performance of the school through a culture of team work and flexibility, contributing to the overall success of the school and Council.
* Work to continuously improve service delivery and performance of the Education Service.
* In addition to the duties of a teacher, as detailed in the Scottish Negotiating Committee for Teachers Handbook of Conditions of Service (Part 2 Section 2.3), ensure effective and efficient management of teaching employees.
* This role profile provides for an equalisation of remit and job size for Depute Head Teachers within any one special school in accordance with the Local Negotiating Committee for Teachers agreement -Depute Head Teachers in Special Schools Management Arrangements for the Equalisation of Remit and Salary.

**Role Accountabilities & Key Activities**

In addition to the duties listed below, the Depute Head Teacher will undertake such other duties as may from time to time be assigned by the Head Teacher within the context of the Scottish Negotiating Committee for Teachers Conditions of Service.

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

To ensure that employees receive effective leadership, good management and strategic direction, the role will:

* Be responsible to the Head Teacher for positive leadership, good management and strategic direction of the school
* Assist and, where necessary, deputise for the Head Teacher in the conduct of the school’s affairs
  + Assist in the maintenance of discipline, promote positive behaviour and contribute to the development of a positive ethos within the school
* Be responsible for direct line management of identified teaching employees
  + Provide professional advice, support and guidance to teaching and other employees as appropriate

* + Responsible for the management of the welfare and pastoral care of employees, as delegated by the Head Teacher
* Direct and/or co-ordinate school support employees
* Be accountable for a budget to achieve objectives relating to specific projects/priorities/activities within the context of the management responsibilities of the post, as appropriate
* Be responsible for health and safety arrangements relating to an area of the curriculum and / or a stage of the school
  + Participate in the recruitment and selection of teaching and school support employees where appropriate, as delegated by the Head Teacher

**Curriculum Development and Quality Assurance**

To ensure that curriculum structure, progression planning, teaching methods and available resources are delivering effective

learning for all pupils, the role will:

* Act as a model of good classroom practice through teaching assigned classes together with associated planning, correction, assessment and evaluation
* Contribute to the process of cross curricular learning and activities
* Be responsible for reviewing the CPD needs, career development and performance of colleagues, as delegated by the Head Teacher
* Be responsible for producing and leading implementation of an identifiable area of the school improvement plan relating to groups of pupils and / or specific whole school policy
* Be responsible for monitoring curriculum development and learning and teaching relating to a stage (s) of the school
* Contribute to the whole school self evaluation process to ensure continuous improvement
* Support and contribute to the implementation of the education service policy on quality assurance and associated national guidelines

* Contribute to the school Standards and Quality Report

**Implementation of Whole School Policy**

To ensure that appropriate school policies are developed, managed and implemented effectively, the role will:

* Be responsible for the development, management and implementation of whole school policy relating to ONE of the following areas:

Pupil behaviour management

Pupil guidance/ pupil support/ pastoral care /pupil welfare

Pupil assessment

* Contribute to the development and management of other whole school policies and procedures and be responsible for implementation of these within designated stage(s) of the school

**Key Relationships**

This role is required to develop, maintain and strengthen links with colleagues, parents, other schools, agencies, establishments and the wider community through a variety of activities and initiatives.

**Context**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Location:** | Insert Name of School | | | | | | | |
| **Mobility:**  *(If the role is required to operate from more than one location or to work between locations, this should be stated)* |  | | | | | | | |
| **Terms & Conditions Applicable to the Role:**  *(please tick as appropriate)* | Single Status |  | | | | | | |
| Craft |  | | | | | | |
| SNCT/LNCT | 🗸 | | | | | | |
| **Role Status:**  *(Please tick as appropriate)* | Permanent | 🗸 | | | | | | |
| Temporary |  | | | | | | |
| Casual |  | | | | | | |
| Sessional |  | | | | | | |
| **Working Hours:**  *(per week)* | 35 hours | 🗸 | | | | | | |
| 37 hours |  | | | | | | |
| Other (please specify) |  | | | | | | |
| **Work Pattern:** |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Start Time |  |  |  |  |  |  |  |
| Finish Time |  |  |  |  |  |  |  |
| Unpaid Break |  |  |  |  |  |  |  |
| Total Daily Hours |  |  |  |  |  |  |  |
| Non-fixed work pattern (e.g. annualised hours)  *(please describe)* | The working year is 195 days  The working hours are 35 hours per week  In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum also applies. | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shift Pattern:**  *(Insert the shift pattern – days to be worked, hours per day, over how many weeks)* |  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| Days to be worked |  |  |  |  |  |  |  |
| No of hours to be worked per day |  |  |  |  |  |  |  |
| Over how many weeks |  | | | | | | |
| Other relevant information |  | | | | | | |
| **52 Weeks/Term-Time**  *(please tick as appropriate):* | 52 Weeks |  | | | | | | |
| Term time 39 Weeks | 🗸 | | | | | | |
| Term time 41.8 Weeks |  | | | | | | |
| Term time (other)(please specify number of weeks |  | | | | | | |
| **Requirement to work out with normal work/shift pattern:** | Yes | 🗸 | | | | | | |
| If ‘yes’ please give details | As agreed through 35 hour working week collegiate calendar  There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate. | | | | | | |
| No |  | | | | | | |
| **Is this role suitable for Job Share:** | Yes | 🗸 | | | | | | |
| No |  | | | | | | |
| If ‘no’ please give details |  | | | | | | |
| **Contractual Overtime Requirements:**  *(Does this role require to have contractual overtime? If so, state the number of contractual overtime hours per week here)* | Not Applicable | 🗸 | | | | | | |
| Yes  Please Specify no of Hours (per week) |  | | | | | | |
| **Stand-By Rota:**  *(Will this role be subject to a stand-by rota?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, describe frequency |  | | | | | | |
| No | 🗸 | | | | | | |
| **Externally Funded:**  *(Is the role externally funded? If so, from which funding stream?)- (Please tick as appropriate)* | Yes |  | | | | | | |
| If Yes, specify the funding stream |  | | | | | | |
| If Yes, specify length of funding |  | | | | | | |
| No | 🗸 | | | | | | |
| **Flexible Working Hours Scheme:**  *(Will the Council’s Flexible Working Hours Scheme apply to this role?) – (Please tick as appropriate)* | Yes |  | | | | | | |
| No | 🗸 | | | | | | |
| **Disclosure:**  *(Is a disclosure check required? If so, what level?) – (Please tick as appropriate)* | Not Applicable |  | | | | | | |
| Standard |  | | | | | | |
| Enhanced |  | | | | | | |
| Other (please specify) | PVG | | | | | | |

|  |  |
| --- | --- |
| **Criminal Convictions:**  *Are there any criminal convictions that apply to the role? If so, state the reasons why)* | No |
| **Proper Officer:**  *(If the role has proper officer accountabilities - describe these here)* | No |
| **Politically Restricted:**  *(If the role is politically restricted, please give details)* | No |

**Personal Specification – Depute Head Teacher (Special)**

|  |  |  |
| --- | --- | --- |
| **Personal Specification** | Essential | **Desirable** |
| **KNOWLEDGE** | * Comprehensive knowledge and understanding of the curriculum at all stages * Awareness of a wide range of learning and teaching strategies and resources and an understanding of how to use these to enhance the learning environment for all pupils * Knowledge and understanding of key educational policies and priorities at national and local level * Sound knowledge and understanding of appropriate leadership and management theory * Sound knowledge and understanding of current legal framework surrounding the education and welfare of pupils including child protection legislation   + Practical application of knowledge and understanding across the key areas of the role * Knowledge and understanding of current educational research and the implications for improving practice * Organisational awareness and knowledge of internal and external drivers |  |
| **SKILLS** | * Demonstrable numeracy, diagnostic and analytical skills * Demonstrable strong written and verbal communication skills with the ability to tailor communication to the needs of the audience * Demonstrable excellent classroom teaching and classroom   management skills, including planning, organisation and  prioritisation of work requirements with ability to act as a model of good practice in these areas   * Ability to assess business needs from multiple sources, producing high level summaries and recommend appropriate interventions * Highly developed and demonstrable interpersonal skills * Demonstrable influencing, negotiating, facilitation, coaching and team   working skills   * Proven ability to monitor and evaluate practice, including self evaluation * Highly developed organisational skills   + Ability to motivate and lead employees effectively through   participative management   * Ability to manage and implement the pace of change and workload effectively * Demonstrable team leadership skills | * Evidence of effective administrative and organisational skills to a high order * Proven ability to foster links with the community |
| **EXPERIENCE**  (Occupational – Minimum Experience) | * Experience in successful teaching across age and ability range * Experience of working within a team to develop the curriculum and / or to develop policy * Experience of working in partnership with parents, external agencies and the wider community * Proven experience in successful teaching across age and ability range in the context of additional support needs arising from complex and multiple factors * Experience of using collaborative approaches in learning and teaching, including personalisation of the curriculum to achieve positive outcomes * Experience of using appropriate positive behaviour management strategies | * Experience of working   in eg nursery setting, special unit, if appropriate   * Evidence of implementing   ASL policies and  practice if appropriate   * Experience of implementing quality improvement procedures |
| **EDUCATION/**  **TRAINING**  (Educational – Minimum Qualifications) | * As required by the General Teaching Council for Scotland * Recent and relevant Continuing Professional Development | * + Relevant post graduate qualification(s)   + Evidence of Continuing Professional Development relating to leadership and management |
| **PERSONAL QUALITIES** | * + - High level of credibility and professionalism in the role of teacher * Pragmatic with a can – do attitude and a high achievement drive * Enthusiastic and an ability to motivate others * Proven track record in the creation of a positive school ethos   which values each individual equally   * Willingness and ability to work on own initiative whilst balancing service responsibilities * Ability to work as an effective member of a team * Commitment to personal and professional development * Caring and courteous approach to dealing with pupils,   employees and parents   * Highly developed interpersonal qualities - friendly, patient, trustworthy, tactful, caring, discreet, supportive * Supportive of a creative and flexible teaching and management style * Ability to work under pressure to deliver positive results * Ability to handle difficult situations in a sensitive manner * Strong customer and service delivery orientation * Evidence of establishing positive relationships with pupils, employees, parents and the wider community | * + Evidence of support and involvement in the wider life of the school |
| **DRIVING LICENCE** | * + - Not appropriate |  |

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**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Documentation for Applications**

**Report Form Page 45**

**Approval of Teachers in Catholic Schools Form Page 49**

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**Report Form Procedure Manual 2/02 Section 4.0**

The report form and other documentation should be completed electronically and submitted through *myjobscotland* national recruitment portal. **The copy below is for reference purposes only**

****

**Report on Application for**

**Senior Promoted Post**

|  |
| --- |
| **Please use black ink and block capital 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   * + - **In what ways has the applicant shown a commitment to personal and professional development**     - **In what way has the applicant demonstrated effective communication skills, e.g. with pupils, staff, parents and others**     - **In what way has the applicant contributed to curriculum development from which pupils have benefited** |
| * + - **In what ways has the applicant demonstrated effective management / leadership skills** |
| **Please give any comments on the candidates application form which you feel might be helpful to the appointment committee** |
|  |

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

**Signature of Head Teacher . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . . . . . . . .**

**Signature of Applicant . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Date . . . . . . . . . . . .**

**Application for Approval To Teach in a Catholic School Procedure Manual 2/02 Section 4.0**

The approval form and other documentation should be completed electronically and submitted through *myjobscotland* national recruitment portal. **The copy below is for reference purposes only**

Published by Scottish Catholic Education Service on behalf of

**Bishops’ Conference of Scotland**

**Approval of Teachers in Catholic Schools**

**Teacher’s Application**

*To complete this form electronically, click on the shaded section in each box and type your information. You can save the form so that you can update it for use on a future occasion.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Details of Applicant** | | | | | | | |
| **Name:** |  | | | | | **GTCS Reg. No:** | |
| **Maiden name** (if used in previous applications) | | | | | | | |
| **Address:** | |  | | | | | **Post code:** |
| **Telephone:** | |  | | **Email address:** | | | |
| **Current school & town:** | |  | | | | | |
| **Current post:** | |  | | | | | |
|  | | |  | | | | |
| **Are you a baptised Roman Catholic?** | | |  | |
| **Catholic Teacher’s Certificate awarded by:**  (please attach a photocopy) | | |  | | | | **Date of**  **award:** |
| **Do you support the aims, mission, values and ethos of the Catholic school?**  (as illustrated in the *Charter for Catholic Schools in Scotland)* | | | | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Details of Teaching Post applied for** | | | |
| **School applied for:** |  | | |
| **Post applied for:** |  | | |
| **Nature of post:** | Permanent | Temporary | Teacher Induction Scheme |
| **Education Authority:** |  | | |
| **Diocese:** |  | | |
| **Closing Date:** |  | | |

|  |  |
| --- | --- |
| **Referee** | |
| You must provide the name of a suitable referee. This should be a person of professional standing who can confidently testify to your own “religious belief and character”. N.B. If you are Catholic, your first referee must be your parish priest who can testify to your own “religious belief and character”. | |
| **First Referee’s details** (You should complete the relevant sections of Form B and take it to your first referee. You should also provide your referee with a copy of *A Charter for Catholic Schools in Scotland*.) | |
| Name: | Position: |
| Address: | |
| Phone: | Fax: |
| Email: | |
| **Second Referee’s details** (will be contacted only if your first referee is unavailable to provide a reference.) | |
| Name: | Position: |
| Address: | |
| Phone: | Fax: |
| Email: | |

**Supporting statement**

You must provide statements to demonstrate how your own “religious belief and character” will enable you to undertake the responsibilities associated with this teaching post in a Catholic school. As well as referring to any particular duties, you should consider how you can contribute to the distinctive nature of education provided by a Catholic school, as outlined in *A Charter for Catholic Schools in Scotland*.

|  |
| --- |
| **Religious belief** |
|  |

|  |
| --- |
| **Character** |
|  |

signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Documentation for Leeting and Interviews**

**Short Leeting Assessment Summary Page 53**

**Competency Scoring Matrix Page 55**

**Panel Interview and Scoring Form Page 57**

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### **Long/Short Leeting Assessment Summary** **Procedure Manual 2/02 Section 6.14/7.15/7.35**

This form should be used for all long and short leeting exercises .

**LONG/SHORT\* (Delete as appropriate) LEETING ASSESSMENT SUMMARY**

|  |  |
| --- | --- |
| Post: |  |
| Candidate: |  |
| Date of Review: |  |
| Reviewers: |  |

**Assessment Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | | **Meets Essential** | **Meets Desirable** |
| 1. Knowledge | |  |  |
| 1. Skills | |  |  |
| 1. Experience (occupational min) | |  |  |
| 1. Education & Training | |  |  |
| 1. Personal Qualities | |  |  |
| 1. Special Aptitude | |  |  |
| **Recommendation:** |  | | |

**Summary Comments Supporting Recommendation**

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### **Competency Scoring Matrix** **Procedure Manual 2/02 Section 6.15/7.16**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency Scoring Matrix: Applicant Assessment for Short-listing** | | | | | | | | |
| **POST:** | | | | | | | | |
| **Personal Specification** | Essential | **Desirable** | **CANDIDATE 1** | **CANDIDATE**  **2** | **CANDIDATE**  **3** | **CANDIDATE**  **4** | **CANDIDATE**  **5** | **CANDIDATE**  **6** |
| **KNOWLEDGE** |  |  |  |  |  |  |  |  |
| **SKILLS** |  |  |  |  |  |  |  |  |
| **EXPERIENCE**  **(Occupational – Minimum Experience)** |  |  |  |  |  |  |  |  |
| **EDUCATION/**  **TRAINING**  **(Educational – Minimum Qualifications)** |  |  |  |  |  |  |  |  |
| **PERSONAL QUALITIES** |  |  |  |  |  |  |  |  |
| **SPECIAL APTITIDUE** |  |  |  |  |  |  |  |  |

This form should be completed at the end of the leeting meeting.

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### **Panel Interview and Scoring Summary** **Procedure Manual 2/02 Section 6.35/7.34/7.49**

**PANEL INTERVIEW & SCORING SUMMARY**

|  |  |
| --- | --- |
| Post |  |
| Candidate’s Name |  |
| Date of Interview |  |

**Presentation Question/Assessment if applicable:**

**Scoring of Presentation/Assessment if applicable**

|  |  |
| --- | --- |
| **Presentation Scoring Matrix** | **Rating** |
| General Quality of Presentation/Assessment  (Use of technology; visual impact; clarity; articulation; personal demeanour, body language, engaging with the audience, etc) | **/30** |
| Content  (Relevance of responses to question set; all elements covered; Directorate; Council and National Level context discussed, etc.) | **/70** |
| **Total** | **/100** |

**Summary Comments on Presentation**

**Interview Questions & Scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competence** | **Question** | **Question Asked By** | **Rating** |
| State Competencies identified for the post | 1. Key questions identified relating to competency |  |  |
| 2. |  |  |
|  | 3. |  |  |
| 4. |  |  |
|  | 5. |  |  |
| 6. |  |  |
|  | 7. |  |  |
| 8. |  |  |
|  | 9. |  |  |
| 10. |  |  |
|  | 11. |  |  |
| 12. |  |  |
|  | 13. |  |  |
| 14. |  |  |
|  | 15. |  |  |
| 16. |  |  |
| **Total** | | | **/** |

**Summary Comments Supporting Recommendation**

### 

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTIONS COMPETENCE (One form to be used per competency)** | | | |
| **Question No. *Insert question here and outline feedback below*** | | | |
| **Competency definition** | | | |
| **Positive Indicators:** | **Negative Indicators:** | | |
| **Rating Scale (circle the appropriate number)** | | | |
| **Significantly above the required standard -** The candidate demonstrated all or most of the positive indicators related to the competency with no evidence linked to negative indicators. Very strong evidence provided. No obvious development needs. | | **8** | |
| **Meets required standard** - Demonstrated more positive indicators than negative ones, or the general quality of evidence was acceptable, but not strong enough to push into the top category. Any negative indicators evidenced do not raise concerns regarding ability to perform in the role and could be addressed through relatively basic advice or developmental activity. | | **5** | |
| **Below the required standard** - The candidate demonstrated more negative indicators than positive ones, or individual pieces of evidence gave cause for concern. Development needs are such that the individual would need quite a lot of support to be effective in the role. | | **3** | |
| **No evidence, or significantly below the required standard** - The candidate demonstrated a significant number of negative indicators with few, if any positive ones. Development needs are such that it would not be realistic to attempt to address them in the role. | | **1** | |
| **Evidence:** | | |
| **Rating:** | | |

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**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Documentation for Appointments**

**Appointment Form Page 63**

**Sample Contract : Depute Head Teacher Post Page 65**

**Sample Contract : Head Teacher Post Page 73**

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### **Appointment Form** **Procedure Manual 2/02 Sections 6.37/7.51**

An Appointment Form should be completed and uploaded, together with all documents (as listed on the form), to TalentLink. Guidance is provided in the TalentLink Manager’s Access. Training on this is available through the People Development Team. **The copy below is for reference purposes only**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **APPOINTMENT FORM**  **ALL FIELDS MUST BE COMPLETED** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Post Title:** | | | | | | |  | | | | | | **Portal Reference No:** | | | | | | | | EAD\*\*\*\*\*\* | | | | | |
| **Post Ref No:** | | | | | | | |  | | | | | |
| **Successful Candidate:** | | | | | | |  | | | | | | **National Insurance No: (Please provide evidence)** | | | | | | | |  | | | | | |
| **HR will not proceed with this appointment unless all of the undernoted documents are attached and applicable**  **sections completed and returned by email to HR.recruitment@eastdunbarton.gov.uk**  **Failure to provide the information may result in a delay to this appointment** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Grade:** | | | | | |  | | | | | | | **Proposed Start Date:** | | | | | | | | |  | | | | |
| **Spinal Column Point:** | | | | | |  | | | | | | | **Work Location:** | | | | | | | | |  | | | | |
| **Starting Salary:** | | | | | |  | | | | | | | **Responsible To:** | | | | | | | | |  | | | | |
| **Cost Centre:** | | | | | |  | | | | | | | **Car User Status:**  **(delete as appropriate)** | | | | | | | | | **Essential**  **Non-essential or**  **None** | | | | |
| **Please attach completed Non** Standard **Conditions Form if salary placing is above 1st point of salary scale** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Worker Status**  **(delete as Appropriate)** | | | | | | **Permanent/Temporary/**  **Supply/Casual** | | | | | | **If Temporary please give end date of contract:** | | | | | | | | **Mandatory for all temporary contracts** | | | | | | |
| **Hours Worked per Week** | | | | | |  | | | | | | **Hours Work out of Core**  **(If applicable - after 9.00pm and before 7.00am)** | | | | | | | |  | | | | | | |
| **SHIFT PATTERN – Enter shift pattern for each day worked e.g. 0900 - 1700 (use 24 hour clock)**  **Lunch breaks should be in minutes. If working rota is more than 2 weeks please attach copy of appropriate pattern** | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Mon** | Lunch | **Tues** | | Lunch | | | **Wed** | Lunch | | **Thurs** | | | | Lunch | | **Friday** | Lunch | **Sat** | | | | Lunch | **Sun** | | Lunch |
| **Week 1** |  |  |  | |  | | |  |  | |  | | | |  | |  |  |  | | | |  |  | |  |
| **Week 2** |  |  |  | |  | | |  |  | |  | | | |  | |  |  |  | | | |  |  | |  |
| **PVG/Disclosure if necessary for post** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PVG – Scheme Membership** | | | | **YES / NO** | | | | | | | | **PVG – Scheme Update** | | | | | | | | **YES / NO** | | | | | | |
| **CHILDREN / ADULTS / BOTH**  (delete as applicable) | | | | | | | | **CHILDREN / ADULTS / BOTH**  (delete as applicable) | | | | | | |
| **Police Act Disclosure** | | | | **BASIC / ENHANCED** (delete as applicable) | | | | | | | | **Date the PVG/Disclosure was sent to successful applicant** | | | | | | | | (Insert Date) | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **ALL DOCUMENTS LISTED BELOW ARE MANDATORY (**unless not applicable \***)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Successful Applicant**  **(Please return ALL documentation as listed below to Human Resources by email)**  [**HR.recruitment@eastdunbarton.gov.uk**](mailto:HR.recruitment@eastdunbarton.gov.uk) | | | | | | | | | | **Please √** | | | | | | Copies of | | | | | | | | | **Please √** | |
| Application Form | | | | | | | | | |  | | | | | | Qualifications - **If applicable \*** | | | | | | | | |  | |
| References x 2 | | | | | | | | | |  | | | | | | Birth Certificate | | | | | | | | |  | |
| Interview Notes | | | | | | | | | |  | | | | | | National Insurance No. | | | | | | | | |  | |
| Bank Mandate (return original to pay office) | | | | | | | | | |  | | | | | | Criminal Conviction Form | | | | | | | | |  | |
| Evidence of Continuous Service – I**f applicable \*** | | | | | | | | | |  | | | | | | Passport or photo ID | | | | | | | | |  | |
| Non standard conditions form –  **If applicable \*** | | | | | | | | | |  | | | | | | Proof of Current Address | | | | | | | | |  | |
| DA1 form -  **If applicable \*** | | | | | | | | | |  | | | | | | Driving Licence - **If applicable \*** | | | | | | | | |  | |
| SSSC Registration – **If applicable \*** | | | | | | | | | |  | | | | | | GTC Registration - **If applicable \*** | | | | | | | | |  | |
| **All paperwork relating to unsuccessful applicants ie interviews notes etc should be retained by the department for 4 months**  **All paperwork relating to successful applicant should be returned to Human Resources by email** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Actioned By: | | | | | | | | | | | | | | Designation: | | | | | | | | | | | | |
| Date: | | | | | | | | | | | | | |  | | | | | | | | | | | | |

### **Contract for Depute Head Teacher Post** **Procedure Manual 2/02 Section 6.38**

**The copy below is for reference purposes only**

Council Logo

**CUSTOMER SERVICE & TRANSFORMATION**

**RESOURCE PLANNING**

Southbank House

Southbank Business Park

Kirkintilloch

G66 1XQ

Telephone: 0300 1234510

Our Ref:MJ/LR «Employee\_Number»

Email: resource.planning@eastdunbarton.gov.uk

Date

**PRIVATE AND CONFIDENTIAL**

«Title\_Look\_Up» «Forenames» «Surname»

«Home\_Address\_1»

«Home\_Address\_2»

«Home\_Address\_3»

«Home\_Post\_Code\_Qas»

Dear «Forenames»

**DIRECTORATE: «Description2»**

**SERVICE: «Department\_Service»**

**POST: «Description»**

On behalf of East Dunbartonshire Council I have pleasure in enclosing your terms and conditions as detailed in the attached written Statement of Particulars of Employment.

Please sign and date the duplicate copy on the final page as acceptance of the terms and conditions of your post and return to me at the above address within 10 days from date of this letter.

Please note that any changes to these terms and conditions will be notified to you at the appropriate time and will be incorporated into your terms and conditions of employment.

Yours sincerely

**Bernie Sanderson**

**Resource Planning Manager**

**RESOURCE PLANNING**

**DOCUMENT REQUEST FORM**

**Please note that your appointment is subject to satisfactory completion and clearance of these documents and I look forward to receiving them from you within 10 days from date of the attached letter.**

**Existing Employee Documents Required**

|  |  |
| --- | --- |
| **DOCUMENT** | **DOCUMENTS ENCLOSED** |
|  |  |
| **SIGNED WRITTEN STATEMENT OF TERMS AND CONDITIONS** | **YES/NO** |
|  |  |
| **COMPLETED PERSONAL DATA SHEET** | **YES/NO** |
|  |  |
| **New Employee Documents Required** |  |
|  |  |
| **DOCUMENT** | **DOCUMENTS ENCLOSED** |
|  |  |
| **SIGNED WRITTEN STATEMENT OF TERMS AND CONDITIONS** | **YES/NO** |
|  |  |
| **MEDICAL QUESTIONNAIRE** | **YES/NO** |
|  |  |
| **PROOF OF PREVIOUS CONTINUOUS SERVICE**  **(if applicable** | **YES/NO** |
|  |  |
| **INTERNET ACCESS & E-MAIL POLICY – Acceptance Slip** | **YES/NO** |
|  |  |
| **COMPLETED PERSONAL DATA SHEET** | **YES/NO** |
|  |  |
|  |  |

**SIGNED : ………………………………………………….…. Dated : …………………..……**

**Documents to be returned to: East Dunbartonshire Council**

**Resource Planning(Education)**

**Southbank House**

**Southbank Business Park**

**Kirkintilloch**

**G66 1XQ**

1

|  |
| --- |
| **STATEMENT OF PARTICULARS OF EMPLOYMENT** |

The following statement conforms to the requirements of Section 1 of the Employment Rights Act 1996 as amended and to the relevant Scottish Negotiating Committee for teacher’s agreement and is confirmation of your appointment with East Dunbartonshire Council.

1. **Name: «Forenames» «Surname»**

2 **Designation of post: «Description»**

3 The effective date of your contract of employment as outlined within this document will be  **«Change\_Date»**

*Please note that this is only an indicative date. This timescale for taking up your employment will be dependent on the time required to complete a Disclosure check through Disclosure Scotland. This normally takes between 2-4weeks. I shall contact you again to confirm your start date once I have received confirmation that your Disclosure check has been completed.*

**This offer of employment is subject to a satisfactory Disclosure Check being received.**

1. Your normal place of work will be «Description1», «Workplace\_Address1», «Workplace\_Address2»,

«Workplace\_Address3», «Workplace\_Postcode»

5 **MOBILITY TRANSFER**

You are liable to transfer to such other place of employment/designated centre in the authority’s service as may be required and is deemed to be reasonable.

6 **GTC REGISTRATION**

The appointment is subject to you holding current registration with the General Teaching Council and if you are not already in the authority’s service as a teacher submitting evidence of registration.

7 **CALCULATION OF SERVICE**

The authority recognises continuous local authority employment as follows:

I In relation to the redundancy payments provisions of the Employment Rights Act 1996, but not in relation to any other provisions of that Act to which Part 14, section 210(4)&(5), section 212(1),(2),&(4) section 214(1),(2),(3),(4)&(5) applies, the Council recognises all continuous local authority employment for the purposes of continuous period of employment with the Council. Otherwise only continuous employment with this Council is recognised.

Therefore, your period of continuous employment for the purposes of the redundancy payments provisions of the Employment Rights Act 1996 as modified by The Redundancy Payments (Continuity of Employment in Local Government) (Modification) Order 1999 your employment dates from «Date\_Calc\_1».

1. For the remaining purposes of the Employment Rights Act,1996 to which Part 14

applies your period of continuous service dates from «Date\_Calc\_1».

3 Where in the collective bargaining agreement, any other more favourable and lawful method of calculating a period of continuous employment is applicable to a particular provision of that Scheme, in respect of that provision that more favourable method of calculation shall apply.

8 **SALARY & CONDITIONS OF SERVICE**

1. During your employment with the authority your salary and conditions of service will be in accordance with the provisions contained in the collective bargaining agreement of the Scottish Negotiating Committee for Teachers (SNCT) as varied by any local agreements. Your terms and conditions of employment will therefore be subject to variation as a result of changes to national and local agreements.

(b) Your salary placing on commencement of employment will be as follows: SCP «Spine\_Point» - £«Sp\_Salary»

*Your pro rata salary on commencement of employment will be* ***£«Salary»*** *calculated on a full time salary as shown above.*

(c) Salary will be paid monthly by Credit Transfer.

(d) Copies of national collective bargaining agreements and all local agreements are available for reference in each of the authority’s educational establishments. The authority undertakes to ensure that any variation in terms will be intimated to you within 28 days of notification of the change to the authority as regards national terms, and 28 days of the decision as regards changes to any local agreement.

(e) If this is your first appointment in this authority or you are returning to teaching after a break in service you are asked to complete the enclosed Bank Mandate form and return it as soon as possible.

9 **HOURS OF WORK**

(a) The working year for teachers shall consist of 195 days

The working hours are 35 hours per week of which your maximum class contact time shall be 22½ hours.

Your hours of work will be «Working\_Hours» per week. Your work pattern will be «Pattern\_Code».

In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum will also apply. Teachers on part-time contracts will complete CPD per annum on a pro rata basis, in accordance with the pro rata contractual arrangements that apply to the working week.

1. There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate.

10 **LEAVE**

*(a) Leave year*

The leave year shall commence on 1 September of each year. Leave shall not normally be carried over from one leave year to another.

*(b) Entitlement*

The annual leave entitlement of a teacher in school education shall be the balance of days beyond the teacher’s normal working year excluding public holidays, Saturdays and Sundays. The authority shall unilaterally designate certain days, the numbers of which may vary, as public holidays entitling the employee to leave with pay in addition to the leave provided by paragraph 10(c) below.

(c) *Accrual of Holiday entitlement*

All teachers will accrue leave on the basis of 0.2051 of a day for each day worked, pro rata for each part day worked. This does not effect the standard leave year, which commences on 1st September each year.

(d) *Leave on Termination of employment*

Where a teacher leaves the employment of a council the leave entitlement is the number of days calculated as above less the number of days leave already taken. Where any balance of leave cannot be taken the teacher will be paid a days pay for each unused day of leave.

In the case of a teachers who, at the date of leaving employment, has taken more leave than the accrued entitlement the council may recover a days pay for each day taken in excess of the accrued entitlement.

11 **PENSIONS**

You are subject to the provisions of the Scottish Teachers Superannuation scheme, and you will contribute to the scheme at the appropriate rate. You will automatically be taken into the scheme unless you indicate that you do not wish to join. Full details may be obtained from the Scottish Public Pensions Agency, 7 Tweedside Park, Tweedbank, Galashiels, TD1 3TE.

You are entitled to opt out of the scheme in order to make alternative pension provision at any time, since it is not a requirement that teachers be members of the Scheme. If you wish to opt out of the Scheme, you should ask Customer Services and Transformation Service Support for Form 60 (T).

A contracting-out certificate, in accordance with the Social Security Pensions Act 1975 is in force in respect of the Scottish Teachers’ Superannuation Scheme and therefore in respect of the employment category into which you fall.

|  |  |  |  |
| --- | --- | --- | --- |
| **Contribution Rates (before tax relief) from 1 April 2014** | | | |
| Full Time Equivalent Pensionable Pay | Contribution Rate 2013/14 | Contribution Rate 2014/15 | Contribution Rate increase against 2012/14 |
| Up to £14,999 | 6.4% | 6.4% | 0% |
| £15,000 to £25,999 | 7.0% | 7.2% | 0.2% |
| £26,000 to £31,999 | 7.9% | 8.3% | 0.4% |
| £32,000 to £39,999 | 8.8% | 9.5% | 0.7% |
| £40,000 to £44,999 | 9.2% | 9.9% | 0.7% |
| £45,000 to £74,999 | 10.1% | 11.0% | 0.9% |
| £75,000 to £99,999 | 10.6% | 11.6% | 1.2% |
| £100,000 and above | 11.2% | 12.4% | 1.2.% |

12 **NOTICE**

The minimum period of notice you are required to give to terminate your contract of employment is:

Principal, Depute, Head Teacher - eight weeks

The minimum period of notice you are entitled to receive to terminate you contract of employment (except where gross misconduct results in summary dismissal) is:

1. 4 weeks, where service is less than 4 years.
2. 1 week for each year of continuous service, where total service is at least 4 but less than 12 years.
3. 12 weeks, where service is 12 years or more.
4. **DISCIPLINE AND GRIEVANCE PROCEDURES**

If you have a grievance relating to your employment, you should notify your Head Teacher.

Details of the grievance and disciplinary procedures may be obtained from any of the authority’s educational establishments or from Customer Services and Transformation Service Support.

14 **ABSENCE DUE TO SICKNESS OR INJURY**

On satisfying the Council’s Maximising Attendance Policy requirements, when you have accrued 18 weeks recognised continuous Service with this Council you are entitled to sickness allowance in any period of twelve months, on a graded basis dependant on length of recognised service as follows:-

|  |  |  |
| --- | --- | --- |
| **Scheme of Salaries and Conditions of Service for Teaching Staff Part 13** | | |
| Service at commencement of absence from duty | Full Salary for a period of | Half salary for a period of |
| Less than 18 weeks  18 weeks but less than 1 year  1 year but less than 2 years  2 years but less than 3 years  3 years but less than 5 years  5 years or more | Nil  1 month  2 months  4months  5 months  6 months | Nil  1 month  2 months  4months  5 months  6 months |

A week’s qualifying service comprises any week in which a teacher is employed by this local authority regardless of the number of hours worked (This includes periods of annual leave, public holidays, sickness, absence, maternity leave or special leaves).

Where a teacher returns to local authority service following a break for maternity reasons she will be entitled to have previous service taken into account for the purposes of entitlement to sickness allowance provided that the break in service does not exceed 8 years and that there has been no paid employment during the break.

15 **DUTIES**

Your duties will be prescribed by the Head Teacher or other person acting on his/her behalf who will also exercise supervision of your services.

16 **COLLECTIVE BARGAINING**

This authority, as your employer, supports the system of collective bargaining and believes in the principle of resolving employee relations issues by discussion and agreement. For practical purposes, this can best be conducted by representatives of the employers and of employees. If collective bargaining of this kind is to continue and improve for the benefit of both, it is considered desirable that the teachers’ organisations should be fully representative. Your authority is associated with other local authorities represented on the negotiating bodies dealing with teachers’ salaries and conditions. It is equally sensible for you to be in membership of an organisation representing you on the appropriate negotiating bodies (national and local) and you are encouraged to do so.

1. **The Protection of Children (Scotland) Act 2003**

This Act makes it an offence for the Council to offer work in a childcare position to a person who is Disqualified from Working with Children. Similarly, an individual who is Disqualified from Working with Children will commit an offence if they accept an offer to do such work.

In the near future, an additional aspect of the Act is likely to be implemented. This additional aspect of the Act (when implemented) will create a new offence which organisations would commit if they fail to remove an individual who is Disqualified from Working with Children.

Further information is available at [www.scotland.gov.uk/childprotection](http://www.scotland.gov.uk/childprotection) or from Customer Services and Transformation Service Support department of the Council.

18 **ADDITIONAL CONDITIONS**

The terms applying to your post are as contained in the National Collective Bargaining Agreement “A teaching Profession for the 21st Century” and these supersede any previous terms cited in the Scottish Joint Negotiating Committee (SJNC) collective bargaining agreement scheme of salaries and conditions of service for teaching staff in school education, known as the “Yellow Book”, unless these have been subsequently agreed by the Scottish Negotiating Committee for teachers (SNCT),or Local Negotiating Committee for teachers or by East

Dunbartonshire Council.

Please note that posts of Head Teacher, Depute Head Teacher and Principal Teacher may be subject to future job sizing in accordance with the recommendations made in the McCrone Agreement on Pay & Conditions for Teachers.

Such job sizing may result in an increase or decrease to the current salary provision. Where

such a salary change is determined, it will be implemented in accordance with national agreements.

*This appointment is in accordance with the Teacher Superannuation (Scotland) Regulations – winding down scheme and with the departments’ procedures Manual 2/27 – Winding Down Scheme for Teachers.*

19 **DATA PROTECTION ACT 1998**

The Data protection Act 1998 states that Personal Data, including Sensitive Personal data, shall be processed fairly and lawfully and in particular, shall not be processed unless: -

The employee has given his or her consent to the process,

That processing is necessary for the performance of a contract,

That processing is necessary to comply with legal obligations,

That processing is necessary in order to protect the vital interest of the employee,

That processing is necessary for the purposes of legitimate interests pursued by the Data Controller, and

That processing is necessary for the exercise of any functions of the Crown, Minister of the Crown or Government department or public interest.

Access to information held on file will be restricted to the relevant individuals with responsibility for Human Resource Management and will only be disclosed when at least one of the above conditions is met. If you wish to view the information held on your file please contact Customer Services and Transformation Service Support who will inform you of the process.

Signed………………………………………………………………… Date: XXXXXXXXXX

(Bernie Sanderson, Resource Planning Manager)

|  |
| --- |
| **ACCEPTANCE OF TERMS AND CONDITIONS OF EMPLOYMENT**  I hereby accept the terms and conditions of employment for the post of <Description>, <Description1>. I can confirm that I have read and understand paragraph 17 and that I am not on the Disqualified from Working with Children List.  Signed ………………………………………………………. Date ……………………………… |

### **Contract for Head Teacher Post** **Procedure Manual 2/02 Section 7.52**

**The copy below is for reference purposes only**

Council Logo

**CUSTOMER SERVICE & TRANSFORMATION**

**RESOURCE PLANNING**

Southbank House

Southbank Business Park

Kirkintilloch

G66 1XQ

Telephone: 0300 1234510

Our Ref:MJ/LR «Employee\_Number»

Email: resource.planning@eastdunbarton.gov.uk

Date

**PRIVATE AND CONFIDENTIAL**

«Title\_Look\_Up» «Forenames» «Surname»

«Home\_Address\_1»

«Home\_Address\_2»

«Home\_Address\_3»

«Home\_Post\_Code\_Qas»

Dear «Forenames»

**DIRECTORATE: «Description2»**

**SERVICE: «Department\_Service»**

**POST: «Description»**

On behalf of East Dunbartonshire Council I have pleasure in enclosing your terms and conditions as detailed in the attached written Statement of Particulars of Employment.

Please sign and date the duplicate copy on the final page as acceptance of the terms and conditions of your post and return to me at the above address within 10 days from date of this letter.

Please note that any changes to these terms and conditions will be notified to you at the appropriate time and will be incorporated into your terms and conditions of employment.

Yours sincerely

**Bernie Sanderson**

**Resource Planning Manager**

**RESOURCE PLANNING**

**DOCUMENT REQUEST FORM**

**Please note that your appointment is subject to satisfactory completion and clearance of these documents and I look forward to receiving them from you within 10 days from date of the attached letter.**

**Existing Employee Documents Required**

|  |  |
| --- | --- |
| **DOCUMENT** | **DOCUMENTS ENCLOSED** |
|  |  |
| **SIGNED WRITTEN STATEMENT OF TERMS AND CONDITIONS** | **YES/NO** |
|  |  |
| **COMPLETED PERSONAL DATA SHEET** | **YES/NO** |
|  |  |
| **New Employee Documents Required** |  |
|  |  |
| **DOCUMENT** | **DOCUMENTS ENCLOSED** |
|  |  |
| **SIGNED WRITTEN STATEMENT OF TERMS AND CONDITIONS** | **YES/NO** |
|  |  |
| **MEDICAL QUESTIONNAIRE** | **YES/NO** |
|  |  |
| **PROOF OF PREVIOUS CONTINUOUS SERVICE**  **(if applicable** | **YES/NO** |
|  |  |
| **INTERNET ACCESS & E-MAIL POLICY – Acceptance Slip** | **YES/NO** |
|  |  |
| **COMPLETED PERSONAL DATA SHEET** | **YES/NO** |
|  |  |
|  |  |

**SIGNED : ………………………………………………….…. Dated : …………………..……**

**Documents to be returned to: East Dunbartonshire Council**

**Resource Planning (Education)**

**Southbank House**

**Southbank Business Park**

**Kirkintilloch**

**G66 1XQ**

1

|  |
| --- |
| **STATEMENT OF PARTICULARS OF EMPLOYMENT** |

The following statement conforms to the requirements of Section 1 of the Employment Rights Act 1996 as amended and to the relevant Scottish Negotiating Committee for teacher’s agreement and is confirmation of your appointment with East Dunbartonshire Council.

**1. Name: «Forenames» «Surname»**

2 **Designation of post: «Description»**

3 The effective date of your contract of employment as outlined within this document will be «Change\_Date»

Please note that this is only an indicative date. This timescale for taking up your employment will be dependent on the time required to complete a Disclosure check through Disclosure Scotland. This normally takes between 2-4weeks. I shall contact you again to confirm your start date once I have received confirmation that your Disclosure check has been completed.

**This offer of employment is subject to a satisfactory Disclosure Check being received.**

4 Your normal place of work will be «Description1», «Workplace\_Address1», «Workplace\_Address2»

«Workplace\_Address3», «Workplace\_Postcode»

5 **MOBILITY TRANSFER**

You are liable to transfer to such other place of employment/designated centre in the authority’s service as may be required and is deemed to be reasonable.

6 **GTC REGISTRATION**

The appointment is subject to you holding current registration with the General Teaching Council and if you are not already in the authority’s service as a teacher submitting evidence of registration.

7 **CALCULATION OF SERVICE**

The authority recognises continuous local authority employment as follows:

I In relation to the redundancy payments provisions of the Employment Rights Act 1996, but not in relation to any other provisions of that Act to which Part 14, section 210(4)&(5), section 212(1),(2),&(4) section 214(1),(2),(3),(4)&(5) applies, the Council recognises all continuous local authority employment for the purposes of continuous period of employment with the Council. Otherwise only continuous employment with this Council is recognised.

2. Therefore, your period of continuous employment for the purposes of the redundancy payments provisions of the Employment Rights Act 1996 as modified by The Redundancy Payments (Continuity of Employment in Local Government) (Modification) Order 1999 your employment dates from «Date\_Calc\_1».

for the remaining purposes of the Employment Rights Act,1996 to which Part 14

applies your period of continuous service dates from«Date\_Calc\_1».

3 Where in the collective bargaining agreement, any other more favourable and lawful method of calculating a period of continuous employment is applicable to a particular provision of that Scheme, in respect of that provision that more favourable method of calculation shall apply.

**8** **SALARY & CONDITIONS OF SERVICE**

(a) During your employment with the authority your salary and conditions of service will be in accordance with the provisions contained in the collective bargaining agreement of the Scottish Negotiating Committee for Teachers (SNCT) as varied by any local agreements. Your terms and conditions of employment will therefore be subject to variation as a result of changes to national and local agreements.

(b) Your salary placing on commencement of employment will be: Head Teacher, spine point «Spine\_Point» - £«Sp\_Salary»

(c) Salary will be paid monthly by Credit Transfer.

(d) Copies of national collective bargaining agreements and all local agreements are available for reference in each of the authority’s educational establishments. The authority undertakes to ensure that any variation in terms will be intimated to you within 28 days of notification of the change to the authority as regards national terms, and 28 days of the decision as regards changes to any local agreement.

(e) If this is your first appointment in this authority or you are returning to teaching after a break in service you are asked to complete the enclosed Bank Mandate form and return it as soon as possible.

9 **HOURS OF WORK**

(a) The working year for teachers shall consist of 195 days

The standard working hours are 35 hours per week of which your maximum class contact time shall be 22 ½ hours.

In addition to the 35 hour working week an additional contractual 35 hours of Continuous Professional Development (CPD) per annum will also apply. Teachers on part-time contracts will complete CPD per annum on a pro rata basis in accordance with the pro rata contractual arrangements that apply to the working week.

(b) There will be occasions when duties will be required to be carried out beyond the normal school day for teachers. Staff are required to carry out their responsibilities to the extent that it is necessary for their effective discharge. The execution of such duties will therefore require a professional commitment beyond the normal working day / week / and / or school year as appropriate.

10 **LEAVE**

*(a) Leave year*

The leave year shall commence on 1 September of each year. Leave shall not normally be carried over from one leave year to another.

*(b) Entitlement*

The annual leave entitlement of a teacher in school education shall be the balance of days beyond the teacher’s normal working year excluding public holidays, Saturdays and Sundays. The authority shall unilaterally designate certain days, the numbers of which may vary, as public holidays entitling the employee to leave with pay in addition to the leave provided by paragraph 10(c) below.

(c) *Accrual of Holiday entitlement*

All teachers will accrue leave on the basis of 0.2051 of a day for each day worked, pro rata for each part day worked. This does not effect the standard leave year, which commences on 1st September each year.

(d)  *Leave on Termination of employment*

Where a teacher leaves the employment of a council the leave entitlement is the number of days calculated as above less the number of days leave already taken. Where any balance of leave cannot be taken the teacher will be paid a days pay for each unused day of leave.

In the case of a teachers who, at the date of leaving employment, has taken more leave than the accrued entitlement the council may recover a days pay for each day taken in excess of the accrued entitlement.

11 **PENSIONS**

You are subject to the provisions of the Scottish Teachers Superannuation scheme, and you will contribute to the scheme at the appropriate rate. You will automatically be taken into the scheme unless you indicate that you do not wish to join. Full details may be obtained from the Scottish Public Pensions Agency, 7 Tweedside Park, Tweedbank, Galashiels, TD1 3TE.

You are entitled to opt out of the scheme in order to make alternative pension provision at any time, since it is not a requirement that teachers be members of the Scheme. If you wish to opt out of the Scheme, you should ask Customer Services and Transformation Service Support for Form 60 (T).

A contracting-out certificate, in accordance with the Social Security Pensions Act 1975 is in force in respect of the Scottish Teachers’ Superannuation Scheme and therefore in respect of the employment category into which you fall.

|  |  |  |  |
| --- | --- | --- | --- |
| **Contribution Rates (before tax relief) from 1 April 2014** | | | |
| Full Time Equivalent Pensionable Pay | Contribution Rate 2013/14 | Contribution Rate 2014/15 | Contribution Rate increase against 2012/14 |
| Up to £14,999 | 6.4% | 6.4% | 0% |
| £15,000 to £25,999 | 7.0% | 7.2% | 0.2% |
| £26,000 to £31,999 | 7.9% | 8.3% | 0.4% |
| £32,000 to £39,999 | 8.8% | 9.5% | 0.7% |
| £40,000 to £44,999 | 9.2% | 9.9% | 0.7% |
| £45,000 to £74,999 | 10.1% | 11.0% | 0.9% |
| £75,000 to £99,999 | 10.6% | 11.6% | 1.2% |
| £100,000 and above | 11.2% | 12.4% | 1.2.% |

12 **NOTICE**

The minimum period of notice you are required to give to terminate your contract of employment is:

Principal, Depute, Head Teacher - eight weeks

The minimum period of notice you are entitled to receive to terminate you contract of employment (except where gross misconduct results in summary dismissal) is:

1. 4 weeks, where service is less than 4 years.
2. 1 week for each year of continuous service, where total service is at least 4 but less than 12 years.
3. 12 weeks, where service is 12 years or more.

**13 DISCIPLINE AND GRIEVANCE PROCEDURES**

If you have a grievance relating to your employment, you should notify the Head of Education.

Details of the grievance and disciplinary procedures may be obtained from any of the authority’s educational establishments or from the Human Resources and Organisational Development.

14 **ABSENCE DUE TO SICKNESS OR INJURY**

On satisfying the Council’s Maximising Attendance Policy requirements, when you have accrued 18 weeks recognised continuous Service with this Council you are entitled to sickness allowance in any period of twelve months, on a graded basis dependant on length of recognised service as follows:-

|  |  |  |
| --- | --- | --- |
| **Scheme of Salaries and Conditions of Service for Teaching Staff Part 13** | | |
| Service at commencement of absence from duty | Full Salary for a period of | Half salary for a period of |
| Less than 18 weeks  18 weeks but less than 1 year  1 year but less than 2 years  2 years but less than 3 years  3 years but less than 5 years  5 years or more | Nil  1 month  2 months  4months  5 months  6 months | Nil  1 month  2 months  4months  5 months  6 months |

A week’s qualifying service comprises any week in which a teacher is employed by this local authority regardless of the number of hours worked (This includes periods of annual leave, public holidays, sickness, absence, maternity leave or special leaves).

Where a teacher returns to local authority service following a break for maternity reasons she will be entitled to have previous service taken into account for the purposes of entitlement to sickness allowance provided that the break in service does not exceed 8 years and that there has been no paid employment during the break.

15 **DUTIES**

Your duties will be prescribed by the Head of Education or other person acting on his/her behalf who will also exercise supervision of your services.

16 **COLLECTIVE BARGAINING**

This authority, as your employer, supports the system of collective bargaining and believes in the principle of resolving employee relations issues by discussion and agreement. For practical purposes, this can best be conducted by representatives of the employers and of employees. If collective bargaining of this kind is to continue and improve for the benefit of both, it is considered desirable that the teachers’ organisations should be fully representative. Your authority is associated with other local authorities represented on the negotiating bodies dealing with teachers’ salaries and conditions. It is equally sensible for you to be in membership of an organisation representing you on the appropriate negotiating bodies (national and local) and you are encouraged to do so.

**17 The Protection of Children (Scotland) Act 2003**

This Act makes it an offence for the Council to offer work in a childcare position to a person who is Disqualified from Working with Children. Similarly, an individual who is Disqualified from Working with Children will commit an offence if they accept an offer to do such work.

In the near future, an additional aspect of the Act is likely to be implemented. This additional aspect of the Act (when implemented) will create a new offence which organisations would commit if they fail to remove an individual who is Disqualified from Working with Children.

Further information is available at [www.scotland.gov.uk/childprotection](http://www.scotland.gov.uk/childprotection) or from Customer Services and Transformation Service Support.

18 **ADDITIONAL CONDITIONS**

The terms applying to your post are as contained in the National Collective Bargaining Agreement “A teaching Profession for the 21st Century” and these supersede any previous terms cited in the Scottish Joint Negotiating Committee (SJNC) collective bargaining agreement scheme of salaries and conditions of service for teaching staff in school education, known as the “Yellow Book”, unless these have been subsequently agreed by the Scottish Negotiating Committee for teachers (SNCT),or Local Negotiating Committee for teachers or by East

Dunbartonshire Council.

Please note that posts of Head Teacher, Depute Head Teacher and Principal Teacher may be subject to future job sizing in accordance with the recommendations made in the McCrone Agreement on Pay & Conditions for Teachers.

Such job sizing may result in an increase or decrease to the current salary provision. Where

such a salary change is determined, it will be implemented in accordance with national agreements.

*This appointment is in accordance with the Teacher Superannuation (Scotland) Regulations – winding down scheme and with the departments’ procedures Manual 2/27 – Winding Down Scheme for Teachers.*

19 **DATA PROTECTION ACT 1998**

The Data protection Act 1998 states that Personal Data, including Sensitive Personal data, shall be processed fairly and lawfully and in particular, shall not be processed unless: -

The employee has given his or her consent to the process,

That processing is necessary for the performance of a contract,

That processing is necessary to comply with legal obligations,

That processing is necessary in order to protect the vital interest of the employee,

That processing is necessary for the purposes of legitimate interests pursued by the Data Controller, and

That processing is necessary for the exercise of any functions of the Crown, Minister of the Crown or Government department or public interest.

Access to information held on file will be restricted to the relevant individuals with responsibility for Human Resource Management and will only be disclosed when at least one of the above conditions is met. If you wish to view the information held on your file please contact Customer Services and Transformation Service Support who will inform you of the process.

Signed………………………………………………………………… Date: XXXXXXXXXX

(Bernie Sanderson, Resource Planning Manager)

|  |
| --- |
| **ACCEPTANCE OF TERMS AND CONDITIONS OF EMPLOYMENT**  I hereby accept the terms and conditions of employment for the post of <Description>, <Description1>**.** I can confirm that I have read and understand paragraph 17 and that I am not on the Disqualified from Working with Children List.  Signed ………………………………………………………. Date …………………………… |

**Education Procedure Manual 2/02**

**Appendix 1**

**Recruitment and Selection Procedures**

**for**

**Permanent Senior Promoted Posts**

**in Primary, Secondary and Special Schools**

**Guidance Notes**

**Guidance on Parental Involvement in the Appointment Processes for Page 83**

**Head Teacher and Deputy Head Teacher Posts**

**Guidance Notes on Interviews Page 89**

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**Scottish Schools (Parental Involvement) Act 2006**

**Guidance on Parental Involvement in the Appointment Processes for Headteacher and Deputy Headteacher Posts**

**June 2007**

**Section 1 - Introduction**

This guidance is issued by Scottish Ministers in terms of section 19 of the Scottish Schools (Parental Involvement) Act 2006 ('the Act') and relates to procedures for the appointment of a Headteacher or Deputy Headteacher, participation of a Parent Council and related activities under the Act. Section 14 of the Act is of particular relevance in this regard, together with the secondary legislation made under the Act, namely the Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007 ("the Regulations"). The Guidance is intended to assist users of the Act and the Regulations.

**Background to the Guidance**

Under the terms of A Teaching Profession for the 21 st Century, appointment procedures are matters for agreement by Local Negotiating Committees for Teachers ( LNCTs). Within that framework LNCTs are required to take into account the requirements set out in the Act and subsequent regulations.

The Act created a new framework for education authorities in relation to parental involvement, which reflects the value added by the greater participation of parents at all stages of their children's education, including the recruitment of Headteachers and Deputy Headteachers. It is known that children learn best when their parents are involved in their education and that education is carried out by highly skilled well motivated and well led teams of professionals. It is therefore vital that there is the opportunity for parental involvement throughout the process.

The need for local flexibility in any appointment process to suit local needs is recognised. The Regulations made under the Act, set out the key stages of the process, but do not take an overly prescriptive approach in setting out the procedures which authorities must follow. That approach recognises that there is a great variety of different schools across Scotland and that to impose an overly prescriptive system for senior appointments would neither be desirable to employers nor in the best interests of parents.

**Purpose of the Guidance**

This guidance should be read in conjunction with:

* the relevant primary legislative framework relating to Headteacher and Deputy Headteacher appointments, set out in section 14 of the Act;
* the specific requirements contained in secondary legislation which all education authorities will have to follow for such appointments processes, as set out in the Regulations; and
* any best practices drawn from procedural advice which education authorities may issue in order to place their duties into a local context.

This guidance is intended to assist not only LNCTs, education authorities and members of the teaching profession, but also all those involved directly in appointment processes including Parent Councils.

**Status of the Guidance**

This guidance is issued under section 19 of the Act and all authorities and Parent Councils must have regard to it. It is intended to complement, and should be considered in conjunction with, the duties and requirements which local authorities already have in respect of appointment procedures. This guidance should be read alongside local authorities' own corporate policies on Recruitment and Selection. It is expected that local authorities will incorporate this guidance into their internal policies.

**Section 2 - The Duties Placed on Local Authorities**

**These are contained within the Act itself and in the Regulations made under the Act**

**Statutory requirements - section 14 of the Act**

Each education authority should have an appointment process for filling permanent Headteacher and Deputy Headteacher posts. Under the Act each education authority must:

* inform Scottish Ministers and any Parent Council established for a school in their area, of their appointment process;
* involve the Parent Council established for the school to which an appointment is to be made; and
* ensure that there is made available appropriate training for Parent Council members, or their representatives, who are to be involved in the appointment process.

Section 14 of the Act comes into force on 1 st August 2007, and the Scottish Executive will thereafter write to education authorities to seek assurance that procedures have been amended to take account of the Act.

**Regulations made under section 14 of the Act**

As well as the above duties set out within the Act itself, section 14 (5) allows Scottish Ministers to set out, in regulations, requirements which an appointment process must satisfy. The Act also enables Scottish Ministers, by notice, to require education authorities to make changes to their appointment process so as to meet the requirements set out in the notice.

**Section 3 - Key Stages of the Appointment Process**

The key stages for parental involvement in the appointment process set out in the Regulations are:

* Regulation 4 Consultation with Parent Council regarding:

Appointment Strategies

Job Remit / Person Specification

* Regulation 5 Short Leet Procedure
* Regulation 6 Appointment Panel
* Regulation 7 Chairing the Panel

**Appointment Strategy**

Where possible education authorities will give early consideration to appointment procedures. These procedures should enable appointments to be made as expeditiously as possible and whenever practicable in time for the beginning of the following term. Authorities already have existing locally agreed procedures, and indeed some already involve parents early in the recruitment and selection process. There is a desire to develop this good practice further to ensure that parents have reasonable warning of when a vacancy is likely to arise and the necessary procedures for filling the post.

Regulation 4 requires authorities to consult and pay due regard to the views of parents when drawing up appointment strategies and job/person specifications for any post. When considering new appointment procedures, authorities should consider engaging with parents in developing the policy to determine what such procedures might be. This could be done through correspondence with all Parent Councils or through local network meetings

**Advertising**

National open advertising of vacancies for Headteacher and Deputy Headteacher posts should remain the norm. Councils have statutory obligations under current employment and equality legislation to promote open and fair

competition. Equally employers also have statutory obligations in relation to existing employees. The circumstances of each case will require to be considered, under reference to the relevant legislation, and there will be occasions where a more flexible approach to advertising might be appropriate. Examples of such situations might include school mergers and closures or supporting individual professional development. Parents need to be clear about when an authority is not required to advertise nationally. Authorities should therefore ensure that Parent Councils are informed of the locally agreed procedures.

It may be that the authority determines that internal advertising within the authority might be more appropriate. In such circumstances similar selection procedures to those outlined below should be applied.

**Job Remits/Person Specifications**

The earlier in the process that parents are involved the better equipped they are to deal with the final selection process. Parents add value to the process through their knowledge of the school and local area. Authorities will have some generic standard requirements for senior posts in schools. It is recognised that job remits are a matter for LNCT agreement and subsequent job sizing. However there may be times when more specific issues need to be considered with regard to specific skills and competences for certain posts. Authorities are encouraged to discuss such situations with the relevant Parent Councils.

Regulation 4 requires authorities to consult and pay due regard to the views of Parent Councils when drawing up strategies and job / person specifications for any post(other than one relating to appointment, on an acting basis, of Headteacher or Deputy Headteacher). This does not entail co- authorship of such specifications, nor is it intended that it should interfere with the LNCT process. Authorities should give the Parent Council reasonable time for response but, when developing their recruitment strategies, may wish to set a deadline for responses to be provided within a specified timescale. They must then have regard to the views of the Parent Council when taking matters forward.

**Leeting Process**

The leeting process for any Headteacher or Deputy Headteacher post must provide for robust professional screening. Authorities need to ensure that those candidates going forward to final interview are both professionally qualified for the post in terms of assessing against the competences contained in the Standard for Headship and ready for the post to which they are applying. Any short leet procedure will require a high level of professional input.

Whilst recognising that this is a key area for the authority, parents, through their awareness of the local characteristics of the school and local area, will bring much to this stage and should be actively encouraged to participate. While parental participation is not obligatory, Parent Councils must, in accordance with the regulations, be given the opportunity to get involved.

Under Regulation 5 the Parent Council can choose whether it wishes to be represented in the leeting process. The Parent Council might (under section 14(3) of the Act) also choose to have someone who is not on the Parent Council to assist it in discharging its functions. The leeting process is also an area where additional expertise could be drawn from a local authority area parent network (detailed below) trained in the appointment procedures.

The size and make-up of any leeting panel will be a matter for the education authority to determine as part of their appointment process.

**Final Selection**

Currently it is standard practice for the final selection process to be wholly interview-based. It is recognised that authorities will seek to continuously improve their strategies for recruitment and promotion of all staff which may include alternative procedures such as assessment centres. Innovative practices of this nature are encouraged, on the basis that they are sufficiently flexible to enable appropriate parental involvement. However, any such innovative practice must still include an appointment panel in accordance with the requirements of the Regulations.

Each authority will wish to establish local guidelines for appointment panels which meet the legislative requirements as to the level of membership as set out in the Regulations. Appointments panels should always look for a consensus on who is best for the job.

**Composition of the Appointment Panel**

Regulation 6 sets the minimum requirement for parental involvement on any selection panel, by means of the Parent Council, at one third of the panel's membership.

Regulation 7 also stipulates that the chair of the appointment panel should be as follows:

* for all Headteacher appointments, the chair must be someone nominated by the authority, and
* for Deputy Headteacher posts the chair should normally be the Headteacher or Acting Headteacher of the school to which the appointment is to be made.
* Authorities will wish to consider carefully those rare situations in which an Acting Headteacher might be deemed inappropriate, in terms of satisfactory arrangements being in place for appointing an alternative chair.

The Act also enables a Parent Council, where it so wishes, to nominate someone who is not a member of the Parent Council to represent the parental view. It may be that someone from the wider Parent Forum, local community or a local authority parent network, is trained in recruitment and selection techniques.

As with the guidance for leeting procedures the education authority must invite parental representation on the appointment panel. However it remains up to the Parent Council whether or not it wishes to participate. Given the value that parents can bring to the selection process it is anticipated that non participation of parents would be the exception rather than the norm.

The size and detailed make-up of any final appointment panel will, subject to the requirements of the regulations, be a matter for the authority to determine as part of the local authority appointments process. Whilst it is a matter for the Parent Council to determine who should best represent its interests, it is envisaged that at least one of the parental representatives would be a parent with a child at the school.

**Section 4 - Other Parental Involvement Options**

**Combined Parent Councils**

Section 16 of the Act allows the members of the Parent Forum of two or more schools to form a Combined Parent Council. Where a combined council exists then parental representation for all stages of the appointment process outlined above should be drawn from it.

Where schools are combining or merging, for example as the result of a new school build, then it may be that an "interim" Combined Parent Council is set up until such time as the move into the new premises occurs. It is intended that any "interim" Combined Parent Council should be consulted on the procedures for appointing senior staff to the new school.

If a selection exercise is deemed necessary representation in the appointment process should be drawn from the Combined Parent Council.

The Combined Parent Council should be invited to participate, but should determine whether it wishes to do so.

**Where No Parent Council Exists**

Where no Parent Council exists, the authority is under no statutory obligation to invite parental representation. However we would encourage authorities to invite parental representation from the wider parent forum or from an authority parent network where one exists. The absence of a Parent Council, at a particular school, whilst regrettable, must not unnecessarily delay the processes. Authorities are therefore encouraged to seek participation within a locally agreed timescale. In the case of no-one wishing to participate on behalf of the Parent Forum or Parent Network, the authority should continue with the selection process drawing membership of the panel from the authority side only.

**Local Authority Parent Networks**

The appointment of a Headteacher or Deputy Headteacher is a significant one for any school and the wider community it serves. Many local authorities currently have informal networks of parents. This practice has distinct benefits by offering the opportunity to discuss wider education issues and authorities are encouraged to develop an informal structure which might include participation in the appointment procedures for Headteacher and Depute Headteacher posts.

There may be merit in having a pool of parents, drawn from the local authority parent network, trained in the appointments process. Their role might include:

* offering advice and guidance to Parent Councils on recruitment matters;
* being involved in developing the authority - wide appointment strategies;
* facilitating training events for Parent Council representatives; and
* participating in sifting and selection appointment procedures.

**Section 5 - Redeployment and Temporary Appointments**

All teachers are employed by an education authority and assigned to a particular place of employment. They may be liable to transfer to another place of employment should the authority require it.

**Redeployment**

There may be situations such as school closures or mergers, where the authority may need to consider permanent redeployment of existing staff within their employment and in such circumstances may decide not to advertise the post. Clearly parents need to know when any such changes are likely to affect their child's school and in such circumstances, authorities should, in accordance with regulation 4, consult with the relevant Parent Councils. Authorities need to ensure that the Headteacher or Deputy Headteacher to be deployed can demonstrate an awareness of the specific requirements of the school about to be taken over. This process may entail some form of informal selection process. While, in relation to redeployment, there is no statutory requirement for the Parent Council to have any further involvement in the appointment process beyond the consultation phase, the Act itself is concerned generally with involving parents in their children's education. Authorities should consider what role the Parent Council can be given in the circumstances of redeployment, for example, in being given the opportunity to have an informal meeting with any proposed new appointee in their school.

**Temporary Transfers**

Temporary transfers of senior staff can and should continue to happen for very good management and educational reasons. It is important that authorities should retain maximum flexibility in order to maintain the good order of the service. However such moves must reflect a judgement with regard to the benefit of the children in the receiving schools, balanced against the loss for the interests of the children in the transferring school, with further regard to the education service or the professional development of an individual Headteacher or Deputy. Authorities should therefore, when developing their new appointments procedures, incorporate a policy on transferring staff to be agreed locally, which incorporates a role for parents in the process.

Examples of reasons for transfer could include:

* school closures and mergers, it may be possible to assign a Headteacher or Deputy temporarily whilst a permanent appointment is being found;
* cover for long term absence;
* providing extra support to another school;
* continuous professional development for individuals (for example a Deputy Headteacher of a small school may require a period in a larger school to enable further progression);
* secondments into the authority or to external organisations bring proven rewards to the individual professionally and enhanced wider educational policy making.

Clearly parents need to know when any such changes are likely to affect their child's school. Many councils already have good practice of consulting school boards on such matters, and this practice ought to be extended. Where a Headteacher or Deputy is being transferred for whatever reason, the education authority should consult with the Parent Councils of the schools involved.

**Section 6 Other Involvement**

**Church Involvement**

The Roman Catholic Church has long had an important part to play in the selection process for senior appointments to denominational schools and this role should continue.

**School Staff / Pupil Involvement**

Whilst not part of the formal selection process, to assist candidates selected for final interview in obtaining a better understanding of the wider school community, one model of good practice would be for them to meet with groups of staff, parents and or pupils. Previous good examples of this have included a tour of the school by senior pupils, "Question Time" with pupils and informal meetings with staff. Staff and pupils should not be asked to comment directly on candidates or make any judgements on their suitability, but they could give feedback to the appointments committee on how the visit went. This might be an area for consideration by authorities when developing their new strategies for appointment procedures.

**Section 7 - Training**

The Act (section 14(4)) requires education authorities to ensure that adequate training is made available to all who participate in the appointments process. This must include training for parental representatives, aside from existing provision made for elected members and council officers. It is envisaged that areas to be covered by training will include:

* the appointments process and any legal issues. Panels must adhere to the principles of open and fair competition;
* assessment techniques and methods;
* analysis of information;
* use of the Standard for Headship;

**Standard for Headship**

Appointment panels should satisfy themselves that any candidate that they propose to appoint has the appropriate professional and personal skills and knowledge required for the post in question.

Appointment panels will wish to assess applicants for appointment against the nationally agreed expectations of the qualities a Headteacher should possess. The Standard for Headship (SfH) sets out these qualities. Appointment panels will need to satisfy themselves that candidates have achieved the Standard for Headship, whether by completion of the Scottish Qualification for Headship ( SQH) or by some other means such as a competency based interview or assessment centre techniques. Also individual posts will require different aspects of the SfH to be given more prominence.

The SfH was first published in 1998 and subsequently revised in November 2005. The purpose of the SfH is to define the leadership and management capabilities of Headteachers. The SfH defines the professional actions required of effective Headteachers, acknowledges the changing context in which they operate and takes account of the many challenges which they face. It also serves to inform, challenge and enthuse Headteachers, and those aspiring to headship, and to offer a template against which they can match their experiences and skills in order to determine their strengths and areas for development. The SfH analyses the role of the Headteacher into professional actions, and three essential elements which are:

* Strategic vision, values and aims;
* Knowledge and understanding; and
* Personal qualities and interpersonal skills.

Illustrative examples of these are given in the SfH. The Scottish Executive will continue to ensure that the SfH is refreshed and sharpened to remain valid.

### **Guidance on Interviews**

**Preparation for the Interviews**

* Following the selection process, the recruitment panel should agree the questions to be asked of all interviewees.
* The Recruitment Panel should refer to the [Competency Scoring Matrix](#_Competency_Scoring_Matrix:_ Applica) prior to beginning interviews.
* Decide which members of the recruitment panel will ask each question.
* It is good practice for a member of the recruitment panel to meet the interviewee and introduce themselves and put the candidate at ease.
* The chair of the panel should check the ‘Criminal Convictions Declaration Form’ prior to candidates coming into the formal interview. This will allow for any questions to be asked where the facts are unclear.

**During Interviews**

* The chair should introduce the recruitment panel with their name and job title.
* Ensure that the candidate is at ease before beginning the interview.
* It is good practice for the person asking the question to focus on the feedback while the other members take notes.
* When taking notes it is essential that these are as full and detailed as possible. These notes may be used in feedback to candidates if they request this following the interview.
* Questions should follow the agreed format. Where further questioning is necessary this should be consistent across all candidates.
* Recruitment panels must never ask questions relating to an individual’s marital status, ethnic background etc.

**Following Interviews**

* The first choice of candidate should be offered employment before any other candidates are contacted.
* In all offers of employment made, it is essential that the successful candidate is made aware that any offer of employment will be subject to submission of relevant documentation and satisfaction of requirements.
* Complete the relevant paperwork and begin preparation for induction both corporate and local.