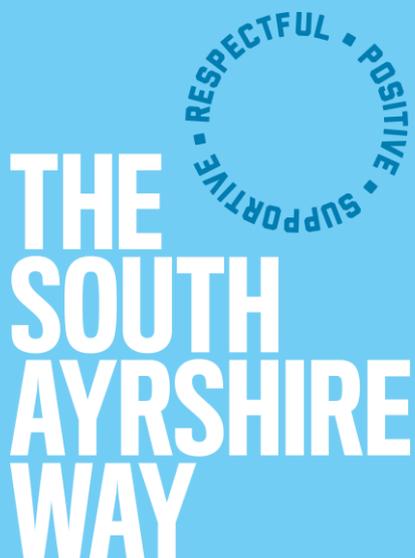


# JNCT1.13B

## Teachers Appointment Procedures – (Promoted Posts)

Human Resources  
December 2019



# Contents

# Page

## Appendices

## Version Control

<b>Version Number</b>	<b>Effective Date</b>	<b>Details of Revision</b>	<b>Responsible Person</b>	<b>Review Date</b>
1	November 2019	Procedures have been updated	L Boyd	2022

## Appointment Procedures for Head Teachers, Depute Head Teachers and Principal Teachers in schools

This Agreement outlines the procedures to be followed in making appointments to promoted teaching posts and has been agreed by the South Ayrshire Joint Negotiating Committee for Teachers (JNCT).

### 1. General Statement

1.1 This Agreement describes in detail, procedures for the filling of promoted teaching posts. The main aim is to ensure that the best possible candidate is selected and that the procedures satisfy current legislation and conform to the Council's Equality at Work Policy. No job applicant or employee should receive less favourable treatment than any other on the grounds of:

- Age
- Gender Reassignment
- Race
- Sex
- Marriage and Civil Partnership
- Disability
- Pregnancy and Maternity
- Religion or Belief
- Sexual Orientation

In addition, full account will be taken of the professional qualifications, the nature of the teaching service and the relevant experience of each candidate.

1.2 Interviews for posts of Head Teacher and Depute Head Teacher will be conducted by an appointment committee constituted in accordance with the Scottish Schools (Parental Involvement) Act 2006 and as described in this agreement.

1.3 Recommendations for appointment to senior posts are made to the Depute Chief Executive and Director People appointment committee set up by the Council where necessary in accordance with the Scottish Schools (Parental Involvement) Act 2006 as described in this agreement.

1.4 The Depute Chief Executive and Director People will normally determine whether vacant permanent posts for Head Teacher, Depute Head Teacher and Principal Teacher will be advertised in the national press or subject to ring-fenced advertising within South Ayrshire Council. A vacancy request should be submitted for authorisation with a current job description and person specification. All suitably qualified teachers who are fully registered with the GTCS are eligible to apply (subject to 6.2 and 6.3 below). There may be occasions when appropriate trade union consultation is required prior to reaching a decision.

In certain circumstances such as school closure the decision will be taken in consultation with the Joint Secretaries of the JNCT.

1.5 The Council has adopted a digital approach to all aspects of recruitment and selection therefore:

- Educational Services will ask the HR Recruitment Team to advertise a vacancy;
- Applicants are asked to complete an application via My Job Scotland;
- Panel members will be asked to view and shortlist applications, schedule selection dates, times and methods and complete post interview chairperson checklist online [here](#) ;
- All applicants will submit a Head Teachers report with their application. However applicants must not be excluded from a shortlist if no Head Teacher report has been received with the application;

- Applicants who are not employed in a school should submit a report from an appropriate professional person from an education service along with the application form.
- 1.6 South Ayrshire Council is committed to a policy of openness and accountability in keeping with which, recommended candidates for appointment should have access to reports written about them and have the opportunity to discuss the content with the appropriate member(s) of the Council's staff. Candidates may on request be given a copy of any such report.
- 1.7 Preparing for an interview can itself be a valuable learning experience for candidates. All internal candidates who are selected for interview will have the opportunity to complete, the COAST E-Learning module on Interview Skills:  
<https://council.learnprouk.com/sac>  
All candidates who are interviewed will have the opportunity to discuss their performance at a later date with the chair of the appointment committee.

## 2. Appointment Committee

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

### 2.1 Appointment Committees Involving Parent Council Nominees

- 2.1.1 Interviews for posts of Head Teacher and Depute Head Teacher will be conducted by an appointment committee constituted in accordance with the Scottish Schools (Parental Involvement) Act 2006.
- 2.1.2 An appointment committee must consist of equal numbers of persons nominated by the education authority and the Parent Council together with the Head Teacher of the school as chairperson when the appointment of a Depute Head Teacher is being considered.
- 2.1.3 Pupils of the school and members of staff of the school other than the Head Teacher may not be members of an appointment committee. Any appointment committee vacancies must be filled by a further nomination from the body which nominated the person whose place has become vacant. There may be circumstances in which one nominee from either the education authority or the Parent Council may agree to step down in order that the appointment committee can proceed with equal numbers.
- 2.1.4 As a minimum requirement, the chair of the appointment committee must have completed the COAST E-Learning module – Managing Recruitment and Selection here <https://council.learnprouk.com/sac> however it is desirable that all appointment committee members complete this module.
- 2.1.5 Appointment committees, other than in exceptional circumstances, should not consist solely of members of one gender. A minimum of 3 panel members must be involved in all stages of the process. Every effort should be made to ensure that the composition of the panel reflects the Council's commitment to Equality [here](#) .
- 2.1.6 The Depute Chief Executive and Director People or any officer of the education authority nominated by him is entitled to attend proceedings of any appointment committee as an assessor.
- 2.1.7 Members of an appointment committee must declare in advance to the chair of the appointment committee any relationship or close friendship with any of the applicants

that to an outsider could suggest bias which might be a factor in any assessment made during the selection process. The chair of the appointment committee will then decide what action is required. Failure to declare an interest will be regarded as a serious breach of Council policy.

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

## 2.2 Head Teacher Posts

- 2.2.1 An appointment committee for the post of Head Teacher will normally consist of 3 nominees of the Parent Council and 3 nominees of the education authority, i.e., an Elected Member; Depute Chief Exec and Director People and a Head Teacher from the same sector.

- 2.2.2 From August 2020, the standard for headship awarded by the GTCs requires that all teachers appointed to their first permanent Head Teacher post in a local authority or grant-aided school hold the Standard for Headship.

- 2.2.3 When the appointment of a Head Teacher is being considered the appointment committee will normally be chaired by an Elected Member. The chairperson will have both a deliberative and a casting vote.

- 2.2.4 Where for any reason a Parent Council has not been established, the appointment committee shall consist of the authority's nominees only.

## 2.3 Depute Head Teacher Posts

- 2.3.1 An appointment committee for the post of Depute Head Teacher will consist of 2 nominees of the Parent Council and 2 nominees of the education authority together with the Head Teacher of the school (without whom the appointment committee cannot sit).

- 2.3.2 The education authority will normally nominate:

- (a) a teacher of equivalent rank from another school in the same sector
- (b) an appropriate Authority representative

- 2.3.3 An appointment committee for a post of Depute Head Teacher will be chaired by the Head Teacher of the school who will have both a casting vote and a deliberative vote.

- 2.3.4 Where for any reason a Parent Council has not been established the appointment committee will consist of nominees of the authority together with the Head Teacher of the school in the chair when the appointment of a Depute Head Teacher is being considered.

## 2.4 Principal Teacher Posts

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

- (a) the Head Teacher of the school as chairperson (who will have both a deliberative and a casting vote)
- (b) a teacher of equivalent rank from another school in the same sector

- (c) an appropriate Authority representative.

### 3. The Appointment Process

3.1 The main stages in the appointment process are:

- (i) Post will be re-job sized where applicable;
- (ii) completion of the vacancy request for the post;
- (iii) establishing selection criteria and selection method(s);
- (iv) the provision of information about the post through an advertisement including the dates of any selection interview (if known);
- (v) advertising the post - vacancies will be advertised on My Job Scotland accessed [here](#) and will normally run for 2 weeks, adverts in the national press or other specialist publications will normally run for 2 weeks and will direct candidates to apply for the post on My Job Scotland;
- (vi) short-listing via Talent Link, where the recruitment team will provide appointment committee members with access to view applications;
- (vii) pre-interview stage – discussion on selection method and providing information to recruitment team to pass on to candidates;
- (viii) the interview based on GTCS learning and teaching standards and other selection methods if applicable;
- (ix) post-interview stage – all necessary checks including, health check, additional reference, PVG and RC Approval (where appropriate).

3.2 For Head Teacher posts all of the selection arrangements will be undertaken by the Depute Chief Executive and Director People or nominated representative. For all other posts the arrangements will be made by the Head Teacher. Advice will be available from Human Resources and Recruitment at [Recruitment@south-ayrshire.gov.uk](mailto:Recruitment@south-ayrshire.gov.uk)

### 4. Information about the Post

4.1 A standard job description will be included for each post (See Appendix 1). It will correspond to South Ayrshire and national agreements and will indicate clearly the general duties of the post, reporting arrangements, areas of responsibility and any other relevant factors. Schools will be asked if there is additional information they would wish to provide to the applicants.

4.2 No promoted post will be advertised until it has been appropriately Job-Sized by one of the South Ayrshire Council Educational Services Job-Sizing Co-ordinators. Advice in this area should be sought from the Education Support Officer.

### 5. Selection Criteria and Person Specification

5.1 On the basis of the job description, selection criteria will be drawn up for each post to allow fair and transparent criteria to be applied to all candidates.

The criteria may vary in detail according to the post but will include:

- Qualifications
- FULL registration with the GTCS;
- Compliance with enhanced disclosure procedures;
- previous experience;
- record of professional development;
- evidence of ability to work with and lead other people;
- evidence of management skills
- evidence of good communication skills;
- evidence of ability to implement curricular change;
- evidence of good interpersonal skills.

Additional criteria may be added to suit the individual needs of each post and should reflect the Council's commitment to Equalities.

- 5.2 In relevant cases, the selection criteria will refer to the need for evidence of approval by the Roman Catholic Church.
- 5.3 Although legislation does not require the involvement of Parent Council in these aspects of the selection process, Parent Councils should be given the opportunity to comment on the selection criteria for Head Teacher and Depute Head Teacher posts.

## 6. Short Listing

- 6.1 Shortlisting will be completed on-line via Talent Link. The recruitment team will provide panel members with access to view applications and each member should refer to the Managers Guide attached to the short listing email. Each applicant should be compared against the job description and person specification and panel members should reach agreement with the Chair of the appointment committee on a short list of candidates to take forward to interview. A standard template to assist with this process can be found in Appendix 2.
- 6.2 The Council is a Disability Confident Employer and applicants who can clearly evidence in their application that they meet the essential criteria for the job as shown in the job description should be shortlisted and given the opportunity to demonstrate their abilities at interview. Due consideration should also be given to any reasonable adjustments which may be required in relation to the interview process. Where there needs to be a limit on the overall number of candidates, it is important to select the disabled and non-disabled applicants who best meet the minimum criteria for the post.
- 6.3 In drawing up the short list, appointment committee members must also give consideration to applications from all suitably qualified teachers regardless of current employment status and to applications seeking variations on the advertised contract in order to comply with Equalities legislation.

With regards to Head Teacher appointments the Depute Chief Executive and Director of People or his/her representative will draw up a short list of candidates after which they will meet with the eligible members of the parent council to discuss them. The parent council can remove or add names to the list of eligible candidates. The Depute Chief Executive and Director of People or his/her representative will present the short list to the Portfolio Holder for Children and Young People.

In relation to Depute Head Teacher appointments, the Head Teacher of the school and the authority representative will draw up a short list of candidates and present these to the appointment committee.

For Principal Teacher appointments the short list will be drawn up by the appointment committee at a meeting arranged by the Head Teacher.

- 6.4 The on-line short listing process will allow panel members to record their decision on each applicant.
- 6.5 Once agreement has been reached on suitable candidates to take forward, the chair of the appointment committee should complete the online shortlist/select for interview, interview scheduler and pre-interview stage. This includes details of the proposed selection process and time slots. The recruitment team will also issue criminal conviction declaration forms to selected candidates and Access to Interview forms to selected candidates who have declared they require additional support with the selection process. Further advice and guidance on reasonable adjustments can be obtained by contacting Human Resources and / or the recruitment team.
- 6.6 The recruitment team, following shortlisting, will notify unsuccessful applicants by email at this stage.
- 6.7 The Chair of the appointment committee must check that they have a current Head Teacher report for all short listed candidates (Reports for an existing Head Teacher in South Ayrshire will come from either the Depute Chief Executive and Director of People or a member of the Quality Improvement Team).
- 6.8 The process should include the opportunity for all short listed candidates to visit the school to allow them to be briefed on major issues affecting the school, to meet the appropriate staff and to seek any information about the school that they feel may be helpful to them. **These visits should not be organised in such a way to form part of the selection process.**

## 7. The Format of the Interview

- 7.1 Using the appropriate selection process, the appointment committee will determine, which of the short listed candidates should be recommended for appointment.
- 7.2 In addition to the traditional question and answer interview the appointment committee may wish to include the following techniques:

**Assessment Centres/Tasks** – this method involves candidates completing a number of different tasks as part of the selection process. Tasks should be designed to allow opportunities for candidates to show different aspects of their skills and abilities. This could involve individual or group work, presentations, in tray exercises, problem solving exercises, group discussions or role play. This could involve staff or pupils from the host school.

The outcome from the assessments will normally be feedback to the appointment committee on the day of selection.

**Presentation Topic** - candidates are asked to prepare and deliver a presentation at the start of their interview. This selection method is relevant when presentation skills are a requirement of the job. Candidates should be provided with the presentation topic in advance of the interview and asked to email their presentation by a specified date and time. Presentations are usually expected to last around 10 or 15 minutes.

- 7.3 The chair of the appointment committee should have all the relevant paperwork, e.g. job description including person specification, candidate application forms, timetable, interview assessment form(s), copy of interview questions for each member of the panel and the chairperson's checklist.
- 7.4 An appropriate time schedule for the interviews should be worked out in advance so that the panel are aware of the duration of each stage of the process. Interviews should start on time to ensure that each candidate is allocated the same amount of time and therefore receives equal treatment.
- 7.5 At the beginning of the selection process, the panel chair of the appointment committee should introduce everyone on the panel and explain the process and the expected timeframe. Opportunity should also be provided to the candidate to ask any questions.
- 7.6 The minimum time allowed for each candidate should normally be 30 mins and each candidate should be provided with questions 10 minutes before their interview to enable them to prepare notes and consider examples that they feel demonstrate competence in a particular area. The candidate can refer to their notes during the interview. Each question and answer is normally expected to take around 5 minutes, however this will depend on the requirement for supplementary questions.
- 7.7 In order to adhere to Child Protection guidelines, any gaps in the candidates employment history should be fully explored at interview. Candidates should have the opportunity to seek further information about the post from the Head Teacher.
- 7.8 The Criminal Convictions Check should be opened by the Chair of the Appointment Committee in the presence of the candidate and any issues raised. The candidate should also be given an opportunity to add any further information concerning the Criminal Convictions form.
- 7.9 Scoring of Candidates:

All assessed elements, including those detailed above must be scored using the Council's Interview Assessment form which will be sent to the panel chairperson by the recruitment team. This provides a scale of measurement which should be used for each element to be assessed:

- 1 = Failed to meet standards
- 2 = Partly met standards
- 3 = Mostly met standards
- 4 = Fully met standards

A standard template can be found in Appendix 3.

All panel members should take notes on each candidate for the elements being assessed and then through discussion with the chair, reach a consensus view and score for each person. This is then recorded and scored on the Interview Assessment form for each person interviewed; agreement should then be reached on the recommended candidate. The interview assessment form is used for post interview feedback for unsuccessful candidates, therefore should be held by the chair and securely stored for 6 months.

## 8. Post Interview Stage (all posts)

- 8.1 Following the selection process the chair of the appointments committee will inform the relevant candidate that they are the “recommended candidate” subject to satisfactory recruitment checks. A start date should **not** be agreed at this point.
- 8.2 The Chair of the appointment committee can inform unsuccessful candidates by phone once the recommended candidate has been notified. The recruitment team will formally notify all unsuccessful candidates by email as soon as possible following the interview date.
- 8.3 The chair of the appointment committee should complete the online ‘Post Interview’ steps via Talent Link and submit to the recruitment team, within 3 working days, the interview assessment form, chairperson checklist and Criminal Conviction Form for the recommended candidate **only**, in addition to the recommended candidates ID and Qualifications copied at the time of the interview. On submission, the recruitment team will request PVG authorisation.
- 8.4 For external recommended candidates only, a Health Questionnaire requires to be completed and submitted directly to Occupational Health who will assess fitness for work.
- 8.5 The recruitment team will pass all relevant information to HR Advisor to check, the file is then passed to Employee Services to agree a start date with the Head Teacher and prepare a formal written offer of appointment.
- 8.6 The formal offer of appointment will be issued subject to satisfactory recruitment checks. The recommended candidate will be given 14 days to accept the offer and return the appropriate paperwork. If the offer is not accepted within the timescale, it may be withdrawn.
- 8.7 Following acceptance of the post, where the new recruit is an internal candidate, establishment control measures will be put in place for the resulting vacancy.
- 8.8 Only in exceptional circumstances and normally only to a post to which it is difficult to recruit, will a contract of employment be offered to an individual who left the employment of the Council on the grounds of Voluntary Redundancy or Voluntary Early Retirement. In all cases the approval of the Head of Employee and Customer Services must be given.
- 8.9 In relation to unsuccessful candidates, the panel chairperson should securely store all paperwork for 6 months then destroy.

## 9. Candidate Feedback

- 9.1 All short listed candidates will be given the opportunity, if they so wish, to discuss their performance at interview with the chair of the appointments committee. The interview assessment sheet which gives the overall assessment of the candidate will form the basis of the discussion. Applicants have the right to request access to the documentation relating to their own application. It is important that panel members do not record personal or inappropriate comments on candidates.
- 9.2 The purpose of post interview feedback is to help unsuccessful candidates focus on all aspects of their application with the aim of enhancing their future performance. All requests for interview feedback should be treated in confidence and should not affect the consideration of any future application submitted by the individual.

## 10. Reference Information

- 10.1 It is the responsibility of the panel chairperson to ensure they are satisfied with any reference information provided and that any factual information provided by the referee, such as dates of employment, is accurate. Panel chairperson should check:
- the reference has come from a bona fide source
  - the address for the referee is not the same as the candidates home address
  - the reference has been signed with the same name and designation of the individual providing the reference
- 10.2 All reference requests which apply to posts which are regulated in terms of the Protecting Vulnerable Groups (PVG) Scheme will stress that the post holder will have unsupervised access to children and/or protected adults. The Council will also provide the opportunity for the referee to contact the panel chair by telephone should they wish to discuss the reference in confidence.
- 10.3 In some situations, additional or alternative references may be required. This could involve contacting any previous employer detailed by the candidate in addition to those cited as referees. This might arise where:
- the candidate has worked for their present employer for a short period of time;
  - the candidate has no recent/current work record;
  - an earlier position in the candidate's employment history appears to be especially relevant;
  - a named referee refuses to provide a reference.
- 10.4 If references are being checked, the candidate should always be contacted and advised of the reason for this. Should the candidate refuse they should be advised that their application will not be taken further.
- 10.5 Any reference provided must be signed by the referee who must ensure that the references are true, accurate and fair and provide an honest report on the candidate.
- 10.6 Where a candidate advises they previously worked for the Council, the panel chairperson must check with the School to establish whether there was any conduct or other issues that would be relevant.
- 10.7 Any Head Teacher who has concerns about being asked to provide a reference on behalf of a candidate for a vacancy within the Council should seek advice from their HR Policy and Operations Advisor. Furthermore, where an employee is the subject of ongoing disciplinary investigation or outstanding proceedings, the Head Teacher should seek advice from Human Resources before completing a reference.

## 11. Appointment of Teachers in Catholic Schools

- 11.1 It is the responsibility of the chair of the appointment committee to ensure there is evidence of Church approval following the initial short listing process and prior to progressing with the interview. Further information is detailed in management guideline "Staff Approval Process for Denominational Schools".

## 12. Changes to the Scheme

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

**For further information please contact:**

**[Recruitment@south-ayrshire.gov.uk](mailto:Recruitment@south-ayrshire.gov.uk)** or

**[HR-PolicyOperations@south-ayrshire.gov.uk](mailto:HR-PolicyOperations@south-ayrshire.gov.uk)**

Appendix 1

**JNCT AGREEMENT ON PROMOTED TEACHER DUTIES**

**1. HEADTEACHER**

**Job Title:** Head Teacher

**Job Purpose:** To conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the Council under the overall direction of the Depute Chief Executive and Director of People.

**Principal Accountabilities:**

The role of the Head Teacher is to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council. Head Teachers have a corporate responsibility to contribute to an agenda of ongoing improvement in their school and across their Council area. The duties of the Head Teacher are to:

- (a) provide leadership, good management and strategic direction to the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for providing strategic leadership for curriculum development, learning and teaching and meeting learners’ needs;
- (d) take overall responsibility for improvement planning and quality assurance;
- (e) act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- (f) work in partnership with parents, other professionals, agencies and other schools;
- (g) take overall responsibility for the management of health, safety and well-being;
- (h) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (i) promoting and safeguarding the health, welfare and safety of pupils.

**Person Specification: Head Teacher**

Category	Essential	Desirable
<b>Qualification and Registration</b>	<ul style="list-style-type: none"> <li>• Full GTCS Registration</li> <li>• *Standard for Headship</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study</li> <li>• Other relevant qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in a promoted post</li> <li>• Management experience with curricular remit</li> </ul>	<ul style="list-style-type: none"> <li>• Experience at a senior level at national or local authority level</li> <li>• Experience of managing additional support needs</li> </ul>
<b>Professional Values and Personal Commitment</b>	<ul style="list-style-type: none"> <li>• Commitment to the continuing development of teams and individuals</li> <li>• Commitment to social justice and inclusion</li> <li>• Evidence of self- evaluation and self-reflection</li> <li>• Evidence of continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to promoting policies, practices and initiatives relating to education and people management</li> <li>• Evidence of developing others</li> </ul>

<b>Strategic Vision</b>	<ul style="list-style-type: none"> <li>• Ability to lead, manage and give strategic direction to employees</li> <li>• Commitment to actively develop and promote the ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate a strategic vision which empowers the school community</li> <li>• Evidence of using research and current information to develop a position or stance</li> </ul>
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Awareness of current trends, practices and initiatives in education</li> <li>• Awareness of policies and practices relating to education and people management</li> <li>• Awareness and understanding of Parental Involvement legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in leading curricular development at whole school, local authority or national level</li> <li>• Experience of leading groups at local or national level</li> </ul>
<b>Interpersonal Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• The ability to manage people through effective communication skills, both verbal and written with a solution focused approach, well developed motivation skills and ICT skills</li> <li>• Well developed interpersonal and decision making skills</li> <li>• Political and social awareness</li> <li>• Ability to respond sensitively and appropriately to challenging situations</li> <li>• Ability to promote good order and discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating skills</li> <li>• Effective team builder</li> </ul>
<b>Professional Actions</b>	<ul style="list-style-type: none"> <li>• Promote, support and maintain continuous development</li> <li>• Experience of leading innovation including curricular framework e.g. Curriculum for Excellence</li> <li>• Experiences in managing the curriculum and other resources</li> <li>• Committed to developing and promoting strong positive partnerships with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading initiatives at school level or beyond</li> <li>• Responsibility for managing a budget</li> <li>• Experience of working with a range of partners</li> <li>• Participation and initiative in team ventures including interagency working</li> </ul>
<b>Other</b>		

\* From August 2020, the standard for headship awarded by the GTCs requires that all teachers appointed to their first permanent Head Teacher post in a local authority or grant-aided school hold the Standard for Headship.

All teachers must have an understanding of the GTCs Standards for Full Registration which are available from the GTCs website at [www.gtc.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf](http://www.gtc.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf) and of [Standards for Leadership and Management](#)

## 2. DEPUTE HEADTEACHER

**Job Title:** Depute Head Teacher

**Job Purpose:** To assist and where necessary, to deputise for the Head Teacher in the conduct of the school's affairs.

### Principal Accountabilities:

The role of a Depute Head Teacher is to assist and, where necessary, deputise for the Head Teacher in the conduct of school affairs. The duties of a Depute Head Teacher are to support the Head Teacher in the performance of his/her duties to:

- (a) provide and promote leadership, good management and strategic direction in areas of work of the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for aspects of curriculum development, learning and teaching and meeting learners' needs;
- (d) take responsibility for aspects of improvement planning and quality assurance;
- (e) work in partnership with parents, other professionals, agencies and other schools to meet the needs of children, young people and families in the learning community;
- (f) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (g) promoting and safeguarding the health, welfare and safety of pupils.

### Person Specification: Depute Head Teacher

Category	Essential	Desirable
<b>Qualification and Registration</b>	<ul style="list-style-type: none"> <li>• Full GTCS Registration</li> <li>• Required to join the PVG scheme for this type of regulated work</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of post graduate or equivalent study</li> <li>• Other relevant qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in teaching across all stages</li> <li>• Relevant experience in a management post</li> <li>• Experience of working with pupils with additional support needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of managing pupils with additional support needs</li> <li>• Experience of leading and working with teams and individuals within and/or beyond the school community</li> <li>• Experience of working collaboratively with other services and agencies for the benefit of young people</li> </ul>
<b>Professional Values and Personal Commitment</b>	<ul style="list-style-type: none"> <li>• Evidence of appropriate Continuous Professional Development</li> <li>• Commitment to social justice and inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading self-evaluation</li> <li>• Commitment to and experience of extra-curricular activities</li> <li>• Commitment to promoting policies, practices and initiatives relating to education and people management</li> </ul>
<b>Strategic Vision</b>	<ul style="list-style-type: none"> <li>• Commitment to actively develop and promote the ethos of the school</li> </ul>	
<b>Professional Knowledge and</b>	<ul style="list-style-type: none"> <li>• Knowledge of and</li> </ul>	<ul style="list-style-type: none"> <li>• Organising and working with</li> </ul>

<b>Understanding</b>	<p>involvement in developing and implementing initiatives relating to the curricular framework, e.g., Curriculum for Excellence</p> <ul style="list-style-type: none"> <li>• Knowledge of policies and practices relating to education and people management e.g. ASN legislation and GIRFEC principles</li> </ul>	<p>pupils, staff, school and community groups, e.g. pupil council, parent council</p> <ul style="list-style-type: none"> <li>• Involvement in key improvements across the school at cluster or authority level</li> <li>• Experience in leading curricular developments</li> </ul>
<b>Interpersonal Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to lead, manage and give strategic direction to employees</li> <li>• People Management skills</li> <li>• Decision making skills</li> <li>• Ability to use a variety of media to support learning and teaching and management processes</li> <li>• Ability to promote positive behaviour</li> <li>• Motivation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Ability to promote good order and discipline</li> <li>• Negotiating skills</li> </ul>
<b>Professional Actions</b>	<ul style="list-style-type: none"> <li>• Classroom management and organisation skills</li> <li>• Ability to work as a member of, and lead a team</li> <li>• Ability to respond sensitively and appropriately to challenging situations</li> <li>• Positive and active partnerships within the community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of monitoring and evaluating policies and procedures and the quality of learning and teaching</li> <li>• Effective team builder</li> </ul>
<b>Other</b>		

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf](http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf) and of [Standards for Leadership and Management](#)

### 3. PRINCIPAL TEACHER

**Job Title:** Principal Teachers

**Job Purpose:** Subject to the policies of the school and the Council, the duties of Principal Teachers are to perform such tasks as the Head Teacher shall direct.

**Principal Accountabilities:**

Subject to the policies and practice of the School and the Council, the duties of principal teachers are, in addition to any duties of a teacher, are to perform such tasks as directed by the Head Teacher with regard to overall teacher workload and to the sector and stage of development, associated with:

- (a) lead, manage and support the work of colleagues providing strategic direction and guidance as necessary;
- (b) lead curriculum development and quality assurance;
- (c) contribute to the development of school policy in relation to the behaviour management of pupils consistently and in an informed manner;
- (d) review and support professional needs, and performance of colleagues through continuous professional development;
- (e) where required, lead, implement and manage whole school policies including, where appropriate, guidance, pastoral care and behaviour support;
- (f) working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in the learning community;
- (g) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (h) promoting and safeguarding the health, welfare and safety of pupils.

**Person Specification:**

Category	Essential	Desirable
<b>Qualification and Registration</b>	<ul style="list-style-type: none"> <li>• Full GTCS Registration</li> <li>• Required to join the PVG scheme for this type of regulated work</li> </ul>	<ul style="list-style-type: none"> <li>• Professional recognition by GTCS</li> <li>• Evidence of postgraduate or equivalent study</li> <li>• Other relevant qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working knowledge of all relevant areas of the curriculum</li> <li>• Experience of teaching pupils at different stages</li> <li>• Experience of developing assessment practices and procedures in collaboration with colleagues across department and school</li> <li>• Experience of planning and delivering inter-disciplinary learning</li> <li>• Experience of working with pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working outwith departmental level</li> <li>• Experience of leading others</li> </ul>
<b>Professional Values and Personal</b>	<ul style="list-style-type: none"> <li>• Evidence of appropriate Continuous Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to and experience of developing the wider life of</li> </ul>

<b>Commitment</b>	<p>Development</p> <ul style="list-style-type: none"> <li>• Evidence of self-evaluation</li> <li>• Willingness to actively develop the ethos of the school</li> <li>• Commitment to support the development of young people to develop their skills</li> <li>• Commitment to support the personal, social, emotional and intellectual development of young people</li> </ul>	the school
<b>Strategic Vision</b>	<ul style="list-style-type: none"> <li>• Is able to demonstrate evidence of career long planning</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate evidence of supporting colleagues in their learning</li> <li>• Can demonstrate a vision which will promote high expectations</li> </ul>
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge of and involvement in developing and implementing initiatives relating to the curricular framework, e.g. Curriculum for excellence</li> <li>• Ability to plan coherent, progressive and stimulating teaching programmes with match pupils needs and abilities</li> <li>• Knowledge of how current developments can support effective teaching and learning</li> <li>• Knowledge and understanding of literacy, numeracy, health and wellbeing in the context of the curriculum</li> <li>• Evidence of monitoring and tracking pupils progress and using information to raise achievements and attainment</li> <li>• Experience of assessment, moderation recording and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in leading curricular developments in line with curricular framework at school, cluster or authority level</li> <li>• A commitment to small-scale action research</li> <li>• Evidence of effective strategies to support a wide range of pupils needs</li> </ul>
<b>Interpersonal Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to manage systems which promote positive pupil behaviour</li> <li>• Ability to work co-operatively with staff, parents, partners in other agencies and the wider community</li> <li>• Ability to respond sensitively and appropriately to challenging situations</li> </ul>	

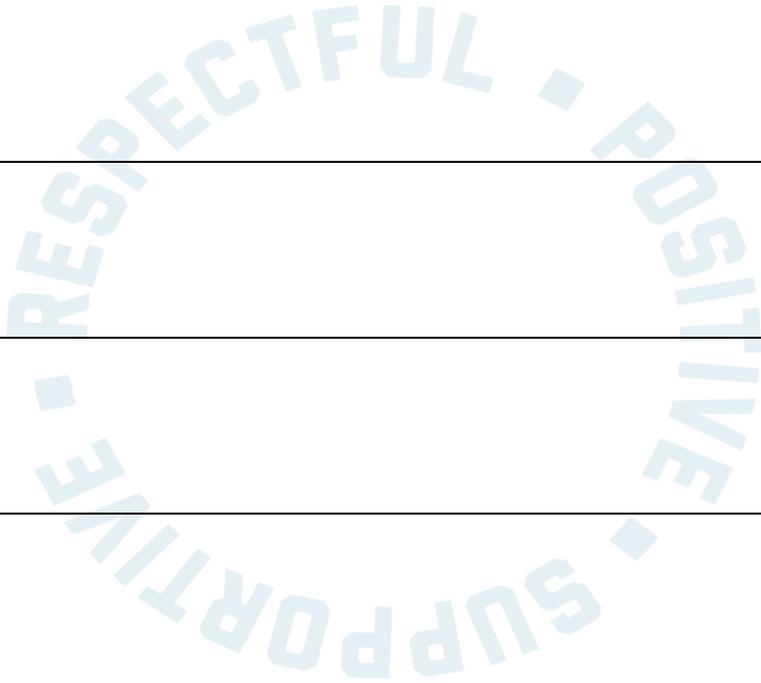
<p><b>Professional Actions</b></p>	<ul style="list-style-type: none"> <li>• Effective management and organisation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other professionals</li> <li>• Experience in supporting new entrants to the profession</li> <li>• Supporting positive and active partnerships within the community</li> </ul>
<p><b>Other</b></p>		

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf](http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf) and of [Standards for Leadership and Management](#)



Appendix 3

<b>Interview Assessment Form:</b>		
<b>Candidate Name:</b>	<b>Start time:</b> _____ <b>Finish time:</b> _____	
Under the GDPR Data Protection Act 2018, individuals are entitled to request access to this completed form. Facts and opinions must be considered and justifiable		
	<b>Evidence/Comments</b>	<b>Rating Score</b>
Insert Interview Question		



Insert Interview Question		
Additional selection methods (if applicable)		
<b>1 Failed to meet standards   2 Partly met standards   3 Mostly met standards   4 Fully met standards</b>		

Successful		Unsuccessful		Signature
------------	--	--------------	--	-----------

1. The assessment sheet is designed to help interviewers record significant points relating to the performance of candidates at interview.
2. The assessment forms may be accessed by candidates, therefore the assessment should be recorded in a manner that best reflects a candidate's performance and which can be used to provide post interview feedback

