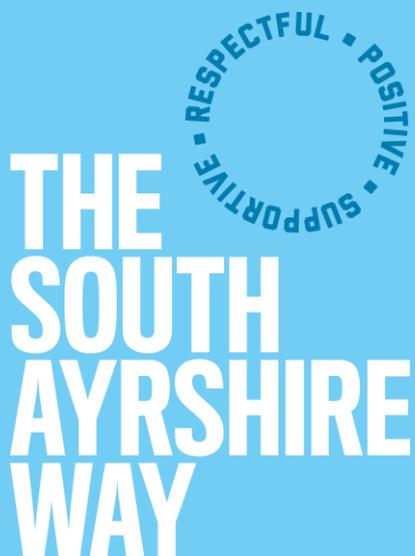


# JNCT1.13A

## Teachers Appointment Procedures – (Unpromoted Posts)

Human Resources  
May 2019



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## Version Control

Version Number	Effective Date	Details of Revision	Responsible Person	Review Date
1	June 2019			

## Appointment Procedures for Teachers in Early Years, Primary, Secondary and Special Schools

This Agreement outlines the procedures to be followed in making appointments to permanent and fixed-term contract teaching posts in Early Years, Primary, Secondary and Special schools 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 unpromoted 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 Recommendations for appointment to posts of teacher in Early Years, Primary, Secondary and Special schools will be made by appointment committees as described in this Agreement. The Head Teacher of the receiving school, as chair of the appointment committee will inform the relevant candidate that they are the "recommended candidate" subject to appropriate checks.

1.3 Recruitment of permanent unpromoted teachers to posts in schools will normally be undertaken by the Head Teacher in accordance with the arrangements in this Agreement except in circumstances of compulsory transfer. For example, where teachers have been declared surplus to the establishment of their school they will be compulsorily transferred to a suitable available vacancy.

1.4 The relevant Executive Manager/Senior Officer will determine whether vacant permanent posts will be advertised in the national press or restricted to current employees of South Ayrshire Council. A vacancy request should be submitted for authorisation with a current job description. Fixed-term contract posts will also normally be advertised in the national press as outlined in JNCT 1.12 'Code of Practice on the Use of Temporary Contracts'. All suitably qualified teachers who are fully registered with the 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.

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.
- 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 An appointment committee for post of teacher will normally consist of:
- the Head Teacher of the school with the vacancy. The Head Teacher will chair the appointment committee and have both a deliberative and a casting vote;
  - a Head Teacher from another school, a Depute Head Teacher from another school, a Principal Teacher from another school or other approved officer of the Council - who will offer the experience which comes from holding a senior post to those parts of the selection process in which he/she is involved;
  - a promoted member of staff i.e. Principal Teacher from the school with the vacancy who is familiar with the requirements of the post.
- 2.2 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.
- 2.3 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](#) .
- 2.4 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.
- 2.5 Canvassing of a member of an appointment committee, whether directly or indirectly, shall disqualify the applicant from consideration for the post in question.

## 3. The Appointment Process

3.1 The main stages in the appointment process are:

- (i) completion of the vacancy request for the post;
- (ii) establishing selection criteria and selection method(s);
- (iii) the provision of information about the post through an advertisement including the dates of any selection interview (if known);
- (iv) 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;
- (v) short-listing via Talent Link, where the recruitment team will provide appointment committee members with access to view applications;
- (vi) pre-interview stage – discussion on selection method and providing information to recruitment team to pass on to candidates;
- (vii) the interview based on GTCS learning and teaching standards and other selection methods if applicable;
- (viii) post-interview stage - all necessary checks including, health check, additional reference, PVG and RC Approval (where appropriate).

3.2 Arrangements for the selection process will be made by the Head Teacher as chair of the appointments committee. Advice will be available from Human Resources and [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 (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.

## 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 (see 5.4 below);
- Teaching experience;
- Relationships with pupils;
- Communication skills;
- Curriculum development;
- Resource organisation.

- 5.2 The criteria should reflect the Council's commitment to Equalities.
- 5.3 In relevant cases, the selection criteria will refer to the need for evidence of approval by the Roman Catholic Church.
- 5.4 At the appropriate point of the year (normally late February/early March), Teachers participating in the Teacher Induction Scheme will be able to apply for posts prior to August of the new school year. However, posts will be offered on the proviso that the standard for full registration is reached before taking up the post in the August. If a Teacher has undertaken teacher training outwith Scotland and has had no opportunity to participate in the Teacher Induction Scheme, he/she can only be considered for permanent employment if they have full registration under GTCS.

## 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 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 appointments 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.
- 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 which includes detail of the proposed selection process and time slots in order that the recruitment team can contact candidates to advise of next steps e.g. date and time of observation of learning and teaching; presentation topic and length; and interview time slot. 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 Head Teachers as chair of the appointments committee must check that they have current Head Teacher reports for all short listed candidates.

## 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 technique should time allow.

**Observation of Learning and Teaching** – candidates would be invited to teach a lesson to a class, with the stage, curriculum focus and topic being intimated in advance. There would be flexibility for this to happen in the school where the post is vacant, another local school or in the candidate's own setting – whichever is deemed appropriate. Things to be considered would include – agreement of local authorities, distance and size of school. This will allow candidates the opportunity to demonstrate how they plan and structure learning, and to demonstrate their ability to deliver high quality learning and teaching in a real context. The observation would be undertaken by 2 members of the appointment committee and linked to GTCS Standards for Learning and Teaching. A note of the classroom observation should be recorded and attached is an example form that can be used. (Appendix 3).

7.3 An appropriate time schedule should be worked out in advance so that the panel are aware of the duration of each stage of the process.

7.4 The chair of the appointment committee should have all the relevant paperwork, e.g. job description, candidate application forms, timetable, interview assessment form(s), copies of interview questions for each member of the panel and the chairperson's checklist.

7.5 Interviews should start on time to ensure that each candidate is allocated the same amount of time and therefore receives equal treatment.

At the beginning of the selection process, the 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 When conducting interviews, the minimum time allowed for each candidate will normally be 20 minutes and each candidate should be provided with the 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 candidate's 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 4.

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 appointment 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 recruitment team will advise all unsuccessful candidates by email within 2 weeks 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 their 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 has 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 chair of the appointment committee 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 appointment 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, such as checking dates of employment are accurate. The chair of the appointment committee 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”.
- 11.2 Probationer Teachers being allocated to denominational schools will require to seek Church approval. It is recognised that whilst most names should be notified early in June each year, staffing changes may necessitate approval right up to start of new term.
- 11.3 Supply teachers will be encouraged to seek Church approval at the point of entering the supply list and will not be required to seek approval each time they are placed in a new location. They would however be required to seek further approval if offered permanent employment.
- 11.4 Cluster teaching appointments do not require approval nor do they require CREDL qualification.

## 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:**

**Educational Services, Education Support team,**

**or**

**[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 TEACHER DUTIES

**Job Title**                      **Teacher**

**Job Purpose**                To be responsible and accountable for delivering teaching services in accordance with the Council's overall Education strategy objectives.

**Principal Accountabilities:**

Subject to the policies of the school and the Local Authority, the duties of teachers, promoted and unpromoted, 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) manage and organise classes through planning and preparing for teaching and learning.
- (b) assess, record and report on the work of pupils' progress to inform a range of teaching and learning approaches
- (c) prepare pupils for examinations and where required, assist with their administration.
- (d) contribute towards good order and the wider needs of the school
- (e) develop the school curriculum
- (f) contribute to the school and council planning and improvement processes.
- (g) maintain and develop knowledge and skills and contribute to the professional development of colleagues including probationary and student teachers.
- (h) promoting and safeguarding the health, welfare and safety of pupils
- (i) managing pupil behaviour in and around the school fairly, consistently and in an informed manner
- (j) working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in the learning community
- (k) assisting in the development of Personal Learning Plans/Pupil Support Plans to promote positive outcomes for a diverse range of pupils

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).

The standards are also reflected in the person specification for a teacher's post which is detailed below.

**Person Specification:**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
<b>Qualification and Registration</b>	<ul style="list-style-type: none"> <li>• 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>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• Pre-employment check</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in teaching using a range of teaching strategies</li> <li>• Experience of planning and delivering the curriculum</li> <li>• Experience of working with pupils with additional support needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching at different stages</li> <li>• Experience of developing assessment practices and procedures in collaboration with colleagues within and outwith the establishment</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Reference</li> <li>• Interview</li> </ul>
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• A secure knowledge of the curricular framework e.g. Curriculum for Excellence</li> <li>• Ability to plan coherent, progressive and stimulating teaching programmes which match children/young people 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>• Awareness of current policy on inclusion</li> <li>• A secure knowledge of SQA National Qualifications and</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in developing initiatives in line with the curricular framework e.g., Curriculum for Excellence at establishment, cluster or authority level</li> <li>• A commitment to research/practitioner enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Reference</li> <li>• Interview</li> </ul>

	associated assessment information		
<b>Professional Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Effective classroom management and organisational skills</li> <li>• Ability to use a variety of media and interact productively with children/young people individually and collectively</li> <li>• Ability to manage children/young people's behaviour fairly, sensitively and consistently</li> <li>• Ability to work co-operatively with other staff and parents</li> <li>• Experience of assessment, moderation recording and reporting at school level</li> <li>• Ability to respond sensitively and appropriately to challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective strategies to support a wide range of children/young people's needs</li> <li>• Experience of working with other professionals</li> <li>• Experience of assessment, moderation, recording and reporting at cluster, local authority or national level</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Reference</li> <li>• Interview</li> </ul>
<b>Professional Values and Personal Commitment</b>	<ul style="list-style-type: none"> <li>• Evidence of CLPL</li> <li>• Evidence of self-evaluation</li> <li>• Willingness to actively develop the ethos of the establishment</li> <li>• Commitment to support the development of children and young people to develop their skills</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to and experience of out of class activities</li> <li>• Supporting positive and active partnerships within the community</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Reference</li> <li>• Interview</li> </ul>
<b>Other</b>			<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Post-employment check</li> </ul>

**Example of Short Listing Form**

Appendix 2

<b>School Name:</b>						<b>Date of Short Listing:</b>
<b>Post:</b>						
<b>Applicant Name:</b>	<b>Qualification and Registration</b>	<b>Experience</b>	<b>Professional Knowledge and Understanding</b>	<b>Professional Skills and Abilities</b>	<b>Professional Values and Personal Commitment</b>	<b>COMMENTS</b>
						(Full GTCS Registration)

Appendix 3



### Classroom Observation Form

School Name:	
Candidate Name:	
Post:	
Date:	
Year group/Class:	
Number of Children:	
Curriculum Focus:	

Organisation of the learning	
Interaction with children e.g. relationships, motivation, engagement	
Use of resources including digital technologies	
Planning and Assessment e.g. relevance, personalisation & choice, challenge & enjoyment	
Teaching approaches used e.g. explanation, demonstration, discussion, questioning co-operative learning	

In attendance:	
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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

NB: The Interview Panel can choose to amend the observation areas above

Appendix 4

<b>Interview Assessment Form:</b>		
<b>Candidate Name:</b>	<b>Start time:</b> <b>Finish time:</b>	
Under the General Data Protection Regulation 2016, 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		
Observation of Learning and Teaching (if applicable)		

<p><b>1 Failed to meet standards, 2 Partly met standards, 3 Mostly met standards, 4 Fully met standards</b></p>		
<p><b>TOTAL</b></p>		

Successful		Unsuccessful		Signature
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1. The assessment form is designed to help the chair of the appointment committee 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.