

EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION

The Council Offices
211 Main Street
Barrhead
East Renfrewshire
G78 1SY

TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

APPOINTMENT TO SUPPLY TEACHING REGISTER FOR ELC, PRIMARY, SECONDARY AND SPECIAL SCHOOLS

1. Introduction

- 1.1 Appointment to the unpromoted teaching Supply Register for schools and ELC settings will be carried out in accordance with the arrangements in this circular. Unpromoted supply teaching posts will generally be advertised on myjobscotland.gov.uk. However, prospective candidates may also be placed on the register following recruitment through alternative routes that are described at 1.5.2 below. All suitably qualified teachers who are registered with the GTCS are eligible to apply. Approval by the RC Church is required for all posts in denominational schools in accordance with LNCT/19 (e).
- 1.2 Appointment to the unpromoted teaching Supply Register for ELC, Primary, Secondary and Special schools will be made by appointment committees or recruitment panels as described in this circular.
- 1.3 It should be noted that for the avoidance of doubt appointment to the unpromoted teaching Supply Register does not guarantee any offer of short term or fixed term employment, nor is there any obligation on behalf of the employer to offer such work, or for the teacher to accept such work.
- 1.4 Appointment Committees and Recruitment Panels for recruitment to temporary and permanent unpromoted teaching posts are formed in accordance with LNCT/19 (c) at sections 2 and 8 respectively. Appointment Committees formed specifically for the recruitment of unpromoted teachers to the Supply Register are described below at section 2.
- 1.5 There are three ways of being appointed to the unpromoted teaching Supply Register. These are:-
 - 1.5.1. Recruitment by Appointment Committee of candidates who have applied, through MyJobScotland, to join the primary or secondary Supply Register. Interviews to join the Supply Register will be scheduled to take place at regular intervals throughout the year.
 - 1.5.2 Being interviewed by an Appointment Committee or Recruitment Panel for an advertised unpromoted temporary or permanent teaching vacancy. Although

unsuccessful in appointment for the advertised vacancy, interviewed candidates may be deemed suitable and wish to be added to the unpromoted teaching Supply Register.

1.5.3 During term 4 of each school session following the annual staffing exercise and subsequent recruitment process an internal advert will be placed on MyJobScotland for the unpromoted teaching Supply Register and a formal recruitment process by Appointment Committee will take place. NQT's will be encouraged to apply where they have yet to secure a post. It should be noted that normal leeting procedures will apply and there will be no guarantee of an interview.

- 1.6 These procedures will operate in line with equality legislation as detailed in Standard Circular 67 and the Council's Recruitment Charter.
- 1.7 Deployment of short term and fixed term teachers following appointment to the unpromoted Supply Teacher Register will be in line with LNCT/26 (a) and (b).
- 1.8 This circular should be read in conjunction with LNCT/19, LNCT/19 (c), LNCT/26 (a) and (b) and Standard Circular 67.

2. Appointment Committee

- 2.1 All members of an appointment committee must have attended appropriate recruitment and selection training and have current Registered Interviewer status.
- 2.2 Appointment Committees for the unpromoted teacher Supply Register will normally consist of:
 - An appropriate Head Teacher, or experienced Depute Head Teacher i.e. Primary, Secondary or Early Years, who will chair the Appointment Committee and will have a casting vote,
 - a Primary, Secondary or Early Years promoted member of staff, relevant to the sector the unpromoted teacher is being recruited for, and
 - an HR Officer from the HR Education Business Partner team.

3. The Appointment Process

- 3.1 The main stages in the appointment process are:
 - (a) the provision of information about the post (advertisement, person specification and job description)
 - (b) establishment of selection criteria
 - (c) preparation of recruitment package
 - (d) short leeting
 - (e) the interview
 - (f) post interview

4. Information about the Post

- 4.1 The opportunity to apply to join the Supply Teaching Register will normally be through advertisement on the MyJobScotland portal. The advertisement will contain basic information about the role and how to make an application utilising the standard application form for unpromoted teachers via online submission.
- 4.2 In order for applicants to have all the relevant information about the post, a

recruitment package consisting of an application form, job description and person specification can be downloaded from myjobscotland.gov.uk.

- 4.3 The Job Description used will be as at Appendix 1. This will comply with local and national agreements.
- 4.4 The Person Specification used will be as at Appendix 2. This is in line with the GTCS Standard for Full Registration. It will list essential and desirable requirements in terms of qualification, experience and personal qualities and will comply with local and national agreements.

5. Short Leeting Selection Criteria

- 5.1 To assist in the initial short leeting process, selection criteria from the job description and the person specification are utilised. The criteria will include:
- appropriate qualifications/accreditation
 - work history
 - written communication skills
 - professional knowledge
 - understanding professional skills and abilities
 - professional values and personal commitment
- 5.2 The appointment committee will meet and agree the list of applicants short leeted for interview.
- 5.3 A written record must be kept of the leeting process. The use of the form at Appendix 3 is required.

6. Interview

- 6.1 The appointment committee will determine by means of a formal interview which of the leeted applicants should be offered the post.
- 6.2 The minimum time allowed for each candidate will normally be 20 minutes.
- 6.3 The format of the interview will be decided by the chair of the appointment committee. The interview should allow the same time for each applicant and questions should be common to all applicants. Variation in questioning may be introduced in follow-up questions. All applicants should have an opportunity to put questions about the post to members of the appointment committee.
- 6.4 A written record must be kept by the chair of the appointment committee and retained for at least 6 months in line with GDPR. Sample interview assessment sheets for the evaluation of interview performance by the chair and by committee members are contained in Appendix 4 ((a) and (b)).

7. Post Interview Stage

- 7.1 At the end of the selection process, the Chair of the Appointment Committee/Recruitment Panel will confirm to the HR Education Business Support Team which candidates meet the criteria to be offered to join the unpromoted Supply Register. A verbal offer will then be made to these candidates to join the unpromoted teaching Supply Register, subject to receipt of satisfactory references, PVG Scheme membership and RC Approval, if appropriate.

7.2 All leeted applicants will have the opportunity, if they so wish, to discuss their performance at interview with the chair of the appointment committee.

8. LNCT Monitoring

8.1 Job descriptions and person specifications will be made available to the LNCT in order to ensure their compliance with local and national agreements.

9. Duration of Agreement

9.1 These agreed procedures will be reviewed by the LNCT in March 2024 if not superseded by agreed amendment prior to that date.

Mark Ratter
Director of Education
May 2021

JOB DESCRIPTION – Teacher (Unpromoted)



RESPONSIBILITIES

All teachers have a responsibility to carry out the list of duties contained in Annex B of the Agreement “A Teaching Profession for the 21st Century”.

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:-

- (a) Teaching assigned classes together with associated preparation and correction
- (b) Developing the school curriculum
- (c) Assessing, recording and reporting the work of pupils
- (d) Preparing pupils for examinations and assisting with their administration
- (e) Providing advice and guidance to pupils on issues related to their education
- (f) Promoting and safeguarding the health, welfare and safety of pupils
- (g) Working in partnership with parents, support staff and other professionals
- (h) Undertaking appropriate and agreed continuing professional development
- (i) Participating in issues related to school planning, raising achievement and individual review
- (j) Contributing towards good order and the wider needs of the school

KEY DUTIES ASSOCIATED WITH AREAS OF RESPONSIBILITY

Curriculum

It is expected that, within the guidelines of the authority and within each school's framework for the delivery of the curriculum, all teachers will undertake, individually, and collaboratively as appropriate, duties allocated from the following list:

- Teach assigned classes
- Plan coherent and progressive teaching programmes that match pupils' needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments
- Record, monitor and report on pupil progress
- Meet with parents/carers to report on pupil progress and ongoing educational needs
- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality improvement processes

Care and Welfare

It is expected that, within the guidelines of the authority, and within each school's framework for the care and welfare of pupils, all teachers will undertake, as appropriate, duties allocated from the following list:

- Maintain classroom discipline and promote positive behaviour
- Promote and safeguard the health welfare and safety of pupils
- Provide advice for pupils as appropriate
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate.

Collegiate

It is expected that, within the guidelines of the authority, and within each school's framework for collegiate activities, all teachers will undertake, as appropriate, duties allocated from the following list:

- Engage in the process of curriculum development in collaboration with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the induction of new colleagues and student teachers
- Work in collaboration with other professionals

Collegiate duties may be undertaken on an authority, cluster, whole school, stage basis and in the stage/curricular area/ subject/department of each teacher.

Professional Development

It is expected that, within the guidelines of the authority, and within each school's development framework, all teachers will undertake professional learning and development, as agreed with their designated line manager:

- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, continuing professional development.

Allocation of Duties

Teachers are accountable, through appropriate line managers, to the Head Teacher and, in turn, through him/her to the Director of Education.

Following a process of consultation, each teacher's line manager will determine the particular duties that they will carry out, and which may vary, as required.

Duties must be capable of being undertaken within contractual time and will have regard to workload.

PERSON SPECIFICATION – Teacher (Unpromoted)



POST: SCHOOL :		SUBJECT (if applicable):	
	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
QUALIFICATIONS / ACCREDITATION	<p>As required by the General Teaching Council for Scotland (GTCS). Full registration in teaching required for permanent posts.</p> <p>Roman Catholic Approval required from commencement of post.</p>	Additional qualification in teaching.	Application Form
WORK HISTORY	Appropriate experience of teaching classes across the age range and ability range.	Ability to use technology to enhance teaching and learning.	Application Form
WRITTEN COMMUNICATION SKILLS	<p>Correct use of English grammar, punctuation and spelling.</p> <p>Well crafted and relevant.</p> <p>Succinct and coherent.</p>	<p>Limited use of acronyms but when used; these should be explained in full.</p> <p>Application form free from jargon.</p>	Application Form
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Detailed working knowledge of sector in which qualified and professional responsibilities within that.	Evidence of experience in planning successful interdisciplinary programmes.	Application Form and Interview

PROFESSIONAL SKILLS AND ABILITIES (A)	Ability to meet the needs of all pupils through partnership working.	Experience of staged intervention, Integrated Assessment Framework, Joint Support Team or equivalent.	Application Form and Interview
PROFESSIONAL SKILLS AND ABILITIES (B)	Ability to organise and manage classes using effective strategies.	Has sought feedback or gathered evidence from parents, pupils, staff to improve practice.	Application Form and Interview
PROFESSIONAL SKILLS AND ABILITIES (C)	Ability to apply the principles of assessments, recording and reporting.	Evidence of use of range of formative, summative techniques and data.	Application Form and Interview
PROFESSIONAL VALUES AND PERSONAL COMMITMENT (A)	Has undertaken a range of appropriate, meaningful and influential professional development.	Evidence of changed and improved practice.	Application Form and Interview
PROFESSIONAL VALUES AND PERSONAL COMMITMENT (B)	Contribute and respond to changes in education policies and practices.	Evidence of having contributed to whole school development activities.	Application Form and Interview
OTHER RELEVANT INFORMATION			Application Form and Interview

EDUCATION DEPARTMENT

CODES - Non selection for interview

No.	REASON
1	Does not have the essential professional/ educational qualifications
2	Does not have the essential work experience
3	Does not have the essential skills and abilities
4	Does not have the essential personal qualities
5	Does not have the essential job related requirements
6	Meets the essential but not desirable professional / educational qualifications
7	Meets the essential but not desirable work experience
8	Meets the essential but not desirable skills/ abilities
9	Meets the essential but not desirable personal qualities
10	Meets essential but not desirable job related requirements
11	Meets essential and desirable professional / educational qualifications but less appropriate than those shortleeted
12	Meets essential and desirable work experience but less appropriate than those shortleeted
13	Meets essential and desirable skills and abilities but less appropriate than those shortleeted
14	Meets essential and desirable personal qualities but less appropriate than those shortleeted
15	Meets essential and desirable job related requirements but less appropriate than those shortleeted

INTERVIEW ASSESSMENT SHEET - Teacher (Unpromoted)

PANEL MEMBER

NAME OF CANDIDATE:	DATE:
POST OF: Teacher	
SCHOOL:	

INTERVIEW CRITERIA

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

PROFESSIONAL SKILLS & ABILITIES (A/B/C)

PROFESSIONAL VALUES & PERSONAL COMMITMENT (A/B)

ANY OTHER RELEVANT INFORMATION

Name: _____ **Signature:** _____

Designation: _____ **Date:** _____

INTERVIEW ASSESSMENT SHEET - Teacher (Unpromoted)



CHAIR PERSON'S SUMMARY

NAME OF CANDIDATE:	DATE:
POST OF:	SCHEDULED START:
SCHOOL:	ACTUAL START:
ADVERT REF.	ACTUAL FINISH:

INTERVIEW CRITERIA

SCORE OUT OF 7
(guidance attached)

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	7

PROFESSIONAL SKILLS & ABILITIES (A/B/C)	7

PROFESSIONAL VALUES & PERSONAL COMMITMENT (A/B)	7

ANY OTHER RELEVANT INFORMATION

TOTAL	/ 21
--------------	-------------

APPOINT TO SUPPLY TEACHING REGISTER?

YES / NO

If candidate is not suitable for supply teaching register please provide non-selection code(s) from the list below

Non selection codes

1	Did not demonstrate appropriate work experience	2	Did not demonstrate appropriate skills and abilities
3	Did not demonstrate appropriate personal qualities	4	Less able to meet additional job requirements
5	Evaluation of selection tests was less appropriate	6	Overall, candidate did not perform at interview as well as successful candidate
7	Overall, failed to achieve/demonstrate the required standard		

Name: _____ **Signature:** _____

Designation: _____ **Date:** _____

SCORING GUIDELINES - INTERVIEW

Excellent

- 7 A full response which demonstrated a very high level of in-depth professional knowledge and understanding of the sector. Clearly demonstrates a highly effective level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets all the desirable criteria and possibly even exceeds expectations.

Very good

- 6 A full response which demonstrated in-depth professional knowledge and understanding of the sector. Demonstrates a higher than average level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets most of the desirable criteria.

Good

- 5 A good response which demonstrated sound professional knowledge and understanding of the sector. Demonstrates a robust level of professional skills and abilities underpinned by professional values and personal commitment to meet the essential criteria for the post. In addition to meeting the essential criteria also meets some of the desirable criteria
- 4 With some additional prompting from the interview panel, candidate gave a response meeting the descriptor for the level 5 score

Satisfactory

- 3 A response which demonstrated adequate professional knowledge and understanding of the sector. Demonstrates a satisfactory level of professional skills and abilities and an acceptable level of professional values and personal commitment to meet the minimum essential criteria for the post. Candidate demonstrated awareness of current skills level and potential for further development.
- 2 With some prompting from the interview panel, candidate gave a response meeting the descriptor for the level 3 score

Less than satisfactory

- 1 A response which demonstrated a limited knowledge and understanding of the sector. Failed to adequately demonstrate a level of professional skills, abilities, values and commitment required to undertake the role. Candidate does not meet minimum essential criteria for the role and would require significant further development in order to do so.

