

●EDINBURGH●

THE CITY OF EDINBURGH COUNCIL

LNCT Agreement
Teacher Recruitment Process

Introduction:

This LNCT Agreement on the Teacher Recruitment process must be read in conjunction with the City of Edinburgh's Council's guidance on recruitment.

<https://orb.edinburgh.gov.uk/recruitment-selection/recruitment-process>

This Agreement reflects the Council's principles and aims to ensure that the appointment of Teachers is consistent with the overall policy whilst recognising the specific issues associated with the recruitment and selection of Teachers.

The panel that draws up the shortlist of candidates will be the one that also carries out the interviews. The panel for all candidates in a single recruitment must consist of at least two Council officers who are GTCS registered (HT, DHT, CL, Principal Teachers) and must be the same for all interviews. All panel members must have completed the City of Edinburgh Council's Recruitment and Selection training.

Step 1 — Approval and Advertising:

- Procedures are as in the CEC Recruitment Manager Guide.

Step 2 — Shortlist and Schedule Interviews;

- Procedures as per the CEC Recruitment Manager Guide.

Step 3 — Interview and Assessment:

- Procedures as per the CEC Recruitment Manager Guide.

Recruiting managers should check if any candidate requires any reasonable adjustments.

Teachers working for City of Edinburgh Council must adhere to both the GTCS's Professional Standards and the Council's behaviours – **Respect, Integrity and Flexibility.**

<https://www.gtcs.org.uk/knowledge-base/categories/professional-standards>

<https://orb.edinburgh.gov.uk/culture-1/behaviours>

Interview questions should reflect a combination of both of the above.

All candidates for the same post must be asked the same questions.

Each candidate must be given a paper copy of the questions, at least 15 minutes prior to their interview.

Other Assessment Tools:

The CEC guidance on recruitment specifies that a range of assessment methods may be used, in addition to an interview. For teachers, this may include delivering an observed lesson episode or other assessment methods. Where this additional assessment tool is used, it must directly relate to the competencies detailed in the GTCS Professional Standards. It must be used for all candidates for a given post. It does not have to be used for all posts.

Where a teaching episode is to be used, the following guidelines must be observed to ensure that an observed learning episode is a fair, equitable and transparent assessment method.

- Individual schools can decide on competencies/standards being observed, depending on the nature of the role and the priorities of the SQIP. This provides for necessary flexibility, as long as all candidates for the same post are considered under the same competencies/standards. No more than two competencies/standards should be used when assessing a teaching episode.
- Candidates must be provided with clear information about the age/stage and current work of the class/group, and the theme/topic for the lesson, along with the competencies/standards being observed.
- Candidates must be provided with: a seating plan; appropriate information about pupils including those with ASN; full access to the classroom's ICT resources, paper and any other requested resources. They should have access to the teaching room for a reasonable period before the lesson begins.
- **Seven days' notice must be provided where the process will include a teaching episode.**
- All candidates will be required to deliver a learning episode to the same year group. The class will comprise no more than
 - 33 pupils maximum in primary,
 - 20 pupils (practical) or 30 pupils (non-practical) maximum in secondary schools
 - 8 pupils maximum in special schools
- Individual schools can determine the criteria for selecting groups of pupils for the teaching episodes depending on the competencies/standards/priorities identified at the outset.
- As far as practicable each group should have roughly similar characteristics and be such as to enable all candidates to demonstrate the relevant competencies, reflecting the diversity of the school community.
- Prior to the episode time should be given to candidates to familiarise themselves with a seating plan and associated ASN requirements.
- Observed learning episodes should last no more than 20 minutes.
- The learning episodes will be observed by a panel of two. The panel should comprise two chosen from SLT, PTs/CLs and teachers.
- As with interview panels, the two people observing should stay the same for all associated observations.
- The observers should use the observation pro-forma (see Appendix 1). This form must be managed in line with the CEC Record Retention schedule.
- Candidates will be asked to reflect on the learning episode, with the observers. Interview panel members will be given feedback from the observers which will outline strengths and areas for development. This feedback should relate both to the lesson observation

itself and to the reflection afterwards. **This is particularly important where the lesson may have been disrupted by circumstances outwith the candidate's control, such as malfunctioning ICT.**

- Internal candidates will also need to carry out a teaching episode, on the same terms as all other candidates. Where practicable, they should be asked to teach pupils with whom they are unfamiliar.

Step 4— Selection:

Procedures are as in the CEC Recruitment Manager Guide (this includes a link to the [interview scoring form for teachers](#)).

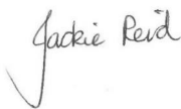

It is particularly important that unsuccessful candidates are given their outcome and high quality, meaningful feedback by telephone (or face-to-face if internal and appropriate to do so). We want to encourage people to re-apply in the future and have a good candidate experience. The feedback can come from any panel member, should be based on the candidate's composite interview scoring form, and cover the requirements for the post. You must not comment on any of the other candidates or say things like "There was a stronger candidate with more experience than you".

If candidates ask for a copy of any information relating to their application, you can send them their composite interview assessment form.

All recruitment documents should be kept in accordance with the CEC Records Retention Schedule.

<https://orb.edinburgh.gov.uk/records-management>

The recommended timescale for feedback to candidates is within 10 working days.

	
Jackie Reid	Alison Murphy
Joint Secretary (Management)	Joint Secretary (Unions)
Date 12 th November 2025	Date 12 th November 2025

CITY OF EDINBURGH COUNCIL - TEACHER RECRUITMENT

Observed Teaching Episode

The following GTCS 'Professional Skills & Abilities' will be the focus of the observation.

3.1 Teaching and Learning		3.2 Classroom Organisation and Management
<ul style="list-style-type: none"> Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities 		<ul style="list-style-type: none"> Create a safe, caring and purposeful learning environment
<ul style="list-style-type: none"> Communicate effectively and interact productively with learners, individually and collectively 		<ul style="list-style-type: none"> Develop positive relationships and positive behaviour strategies
<ul style="list-style-type: none"> Employ a range of teaching strategies and resources to meet the needs and abilities of learners 		
<ul style="list-style-type: none"> Have high expectations of all learners 		

Candidate's Name Class

Observer's Name.....Subject.....

Date.....Level.....

Prior Learning.....

Evidence of observed good practice:

Areas for development:

Any other comments: