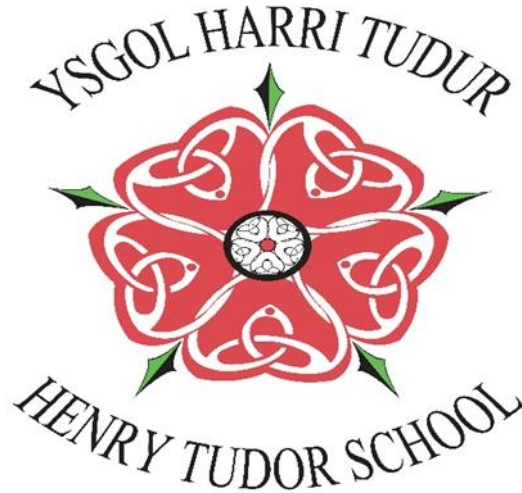


Ysgol Harri Tudur



Henry Tudor School

**Appointments Policy
(Including Involving Pupils in Staff
Appointments for Schools)**

Approved Development Committee Summer 2011
[Resources committee] Pay & Personnel Committee- Autumn 2018
Review every: 3 years
Next Review: Autumn 2024

The Governing Body delegate all matters relating to Appointments to the Pay and Personnel Committee. The Committee will decide whether a post exists, whether it should be advertised and whether it should be filled on a full-time, part-time, permanent or temporary basis.

Where there is a need for urgent decisions – in order to ensure that the school is able to attract and appoint a suitable candidate on a reasonable timescale – the Chair of the Pay and Personnel Committee may agree procedures with the Headteacher, but must report these emergency decisions to the next available Pay and Personnel Committee meeting.

In the absence of the Chair of the Pay and Personnel Committee, the Chair of Governors may use his/her emergency powers.

Pembrokeshire County Council HR Division guidance for Headteachers and Governors on appointments and safe recruitment practice can be found here (Those Governors with existing Hwb access can view)

[HR Division guidance for Headteachers and Governors on appointments and safe recruitment practice](#)

Before Advertising

When a vacancy occurs, the Headteacher will consider whether the job in its present form is still needed and whether and to what extent should be modified under workforce reform arrangements.

If there is a vacancy, the Personnel Department in the local authority must be informed.

If the vacancy has arisen due to a resignation, a copy of the letter of resignation should be forwarded to the Personnel Department.

The Headteacher should draw up a specification for the post which gives a clear description of the main purpose or function of the job. Where the job exists already, it would be usual to use the existing job description. The Headteacher must not be involved in any determination of the specification for post of his or her successor.

Advertising

By notifying the local authority of the vacancy, it triggers an advertisement on the Pembrokeshire County Council website.

There is no requirement to advertise temporary posts of one-year duration or less where there is known to be a suitable candidate.

Headteacher, Deputy Headteacher and Assistant Headteacher must be advertised throughout England and Wales, normally through the Times Educational Supplement online.

Currently, the school also uses the E-teach web based service to advertise vacancies, although this contract is reviewed annually.

Non-teaching vacancies may be advertised through Jobcentre Plus.

The advertisement should be brief. It is normal to include information about the number on roll at school, contact details, nature of job, grade of post, the salary range and information about closing and interview dates.

Under normal circumstances, teachers are asked to apply online through the P.C.C. jobs site. On initial enquiry, they should be sent a package of information including the job description, details of the school, requirements regarding DBS checks, the requirement for EWC registration (if applicable) and some additional information about the department – for example examination broads, specifications, exam results of pupils etc. .

Late Applications

These can be accepted only with the agreement of the shortlisting panel. Normally, a suitable reason for late application is required.

Appointments Panel

All appointments panels should include an interviewer who has completed Safer Recruitment Training.

Teaching Appointments

It would be normal to invite an appropriate Governor and either the Chair of Governors or the Chair of Pay and Personnel Committee to be present. Other governors should be selected on rota from the full governing body, excluding staff

governors. Staff governors should be invited if other governors are not available at short notice. The aim is to have three governors in the interview panel for a permanent post, two governors for a temporary post.

Headteacher, Deputy Headteacher and Assistant Headteacher Appointments

A minimum of 3 governors should be involved, to include the Chair of Governors or Vice Chair if unavailable. No more than 7 governors should be involved in the formal selection process in order to allow sufficient governors for any appeal or grievance procedures.

Support Staff Posts

All support staff posts are advertised through the P.C.C. Jobs website.

At least 1 governor should be invited to participate. Normally the Business Manager would participate in support staff appointments, but the Headteacher may also be involved, together with any other appropriate staff.

Internal Appointments to Promoted Posts

At least 2 governors to participate, to include an appropriate governor to the department or area if possible.

Internal Professional Development Posts

The Chair of Governors may nominate a governor representative.

Short-term Temporary Appointments

Appointments up to one term are delegated entirely to the Headteacher.

Temporary appointments up to one year may be undertaken by the Headteacher, but should normally involve at least 1 additional governor.

Declaration of Interest

For appointments involving internal candidates, if a candidate has taught a relative of a governor on the panel, or had other significant involvement, that governor must:

- Declare this;
- Consider carefully whether their prior knowledge of the candidate might influence their decision unduly, and if so withdraw from the process;
- If they continue with the process, allow other panel members to express views first.

Redeployment

The school has adopted Pembrokeshire County Council's policy on Managing Staffing Reductions. Under the policy, the governing body has a duty to consider any teacher being re-deployed from another school to fill a vacancy. There is also a duty to consider re-training and re-deployment within the school. In making such consideration the governing body will take into account:

- Relevant teaching and management experience
- Aptitude or interest expressed in the subject to which the teacher is being redeployed
- The costs and timescale associated with re-training the teacher
- Performance information relating to the teacher – for example how well students in the teacher's classes perform in comparison to similar students elsewhere
- Discipline record
- Attendance information (unless there is mitigating disability that should be considered).

The candidate for redeployment may be asked to teach sample lessons or undertake aptitude tests such as drafting a scheme of work in the new subject.

Where the appointment panel is not satisfied that the candidate for redeployment is of sufficient standard or aptitude to be redeployed automatically, the candidate may be required to attend for interview alongside external candidates.

Shortlisting

At least 1 governor member of the interviewing panel other than the Headteacher must be present for shortlisting. If this is not achievable on a reasonable timescale, 1 member of the interview panel must scrutinise the shortlisting to ensure that it is fair and report this to the Chair of the Pay and Personnel committee. For teaching and support staff post, it is normal to shortlist to a minimum of 4 candidates where quality permits.

For Assistant Headteacher post and above, the local authority must be informed of shortlisting dates and invited to attend, to give advice.

For any post, the shortlisting panel may identify reserve candidates who may be called if the original shortlist candidates are not available.

References

Normally references are not taken up until shortlisting is complete. In order to allow sufficient time to gather references, it is usual to allow at least one week between shortlisting and interview. This timescale may be varied where there is good and sufficient reason.

Where time is short, the Headteacher (or assistant or deputy head linked with the appointment) may seek telephone references. All appointments are subject to satisfactory references.

The appointments panel will not normally read references before interviews take place.

Ethnic Monitoring

To comply with the requirements with the school's Race Relations policy, a record will be kept of the ethnic groups of all applicants, of those short listed and of the successful candidates. These facts will be reported on an annual basis to the first Pay and Personnel Committee meeting of the Autumn term.

Communicating with Candidates

Following shortlisting, unsuccessful candidates will be notified by P.C.C. Those on the reserve list will not be notified until it is clear that the shortlist of candidates are all available.

The shortlist of candidates will be contacted and invited to interviews. For teaching posts, it is usual to offer the candidates a brief introduction from the Headteacher or other senior members of staff, a tour of the school, an opportunity to meet key departmental staff and a chance for informal discussions with staff and/or students before the formal process begins. The formal interview process may involve sample lessons or other tasks or activities. Any sample lesson must be notified in advance giving an indication of age and ability ranges and the nature of the topic or task to be undertaken.

Sample Lessons

Observation of sample lesson can often provide a valuable insight into the practical aptitude of the teacher. The following guidelines should ensure fairness:

- Candidate should have at least 20 minutes with students, of which 15 at least should be active teaching.
- All candidates should encounter students of similar aptitudes.
- Intentional choice of difficult classes should be avoided, unless there is a particular call for strong behaviour management in the role.
- Under normal circumstances the head of department would identify in advance the points which were to be observed. Typically these would be: interaction with students; quality of questioning techniques; explanation of objectives to students; use of appropriate vocabulary; clarity of communication; leadership; class management and organisation; quality of resources; enthusiasm; subject knowledge; other subject specific criteria – eg health and safety and science and technology etc. A sample observation sheet is given in Appendix 1.

Multi-stage Selection Processes

If there are several formal stages in the selection process – for example sample lessons, in-tray exercises and panel interviews – governors may decide to reduce the shortlist. This is appropriate where it is clear that candidates have no reasonable chance of being appointed. The unsuccessful candidates should be offered a debrief, if necessary at a later date.

The Interview

The panel would normally consist of the appointed governors together with professional staff, the Headteacher or his representative, the head of the department or area, any other relevant member of staff – for example second in department, training to conduct interviews. No interview panel should consist of more than 7 members.

Members of the panel should record brief notes to assist in the decision making process at the end and to act as an aide memoire. These notes are to be destroyed at the end of interview process.

There should be no discussion of individual candidates until all interviews are completed.

The selection is made following discussions by the governors on the panel. It is normal to reach a consensus decision. If this cannot be done, the decision should be a majority decision amongst the governors present excluding the Headteacher. In the event of a drawn vote, the Headteacher or his representative will have the deciding vote.

In the event of selection of a Headteacher, this deciding vote would be with the local authority representative.

The interview should be conducted in a relaxed and relatively informal way as far as possible. Under normal circumstances the procedure would be:

- Headteacher or Deputy Headteacher introduces candidate to panel;
- First question invites candidate to give a brief outline of experience to date;
- Agreed questions are asked in turn by members of the panel, with follow-up questions being permitted to elicit further detail or probe understanding.

Telephone Interviews

If suitable candidates are not able to attend interviews, there is discretion to conduct a telephone or Skype interview. However, this should only be done in exceptional circumstances and the Governing Body may need to demonstrate that the process is fair. Otherwise, the candidate should not be considered further.

Post Interview

The Headteacher or his representative will invite the successful candidate to meet the interview panel once again. A nominated person on the panel will make a formal job offer on behalf of the Governing Body. This job offer is subject to successful health and CRB checks.

Unsuccessful candidates will be notified by the Headteacher, offered feedback based on the comments of the interview panel. Where convenient, this may take place by telephone at a later date or through a later meeting.

It is not essential that all candidates are required to remain until the successful candidate is identified. Where this is decided in advance, candidates must be notified and leave contact details for a convenient time later that day.

Feedback to candidates

Feedback is given at the candidate's request. Its purpose is to improve the candidate's performance in future interviews. Feedback should be honest and useful, giving pointers for improvement. Feedback is often personal in nature, and must be delivered in private, in a sympathetic manner.

Areas to be considered include:

- Voice
- Body Language
- Length and quality of answers in interview
- Knowledge and understanding
- Relationship with students
- Quality of CV and letter of application
- Quality of sample lesson, including
 - Control of class
 - Resources
 - Quality of interaction with students

Note that strengths should be highlighted, not just weaknesses!

Feedback should be terminated if candidates become distressed, if they reject and argue about advice or if they complain that the selection process was unfair. In the last case, they should be advised of the route for making formal complaints.

Retention of Records

All job applications, references, details of tasks and performance against tasks will be kept on file for a minimum period of 6 months.

Complaints of Unfair Practice

Any such complaints should be handled through the Governing Body procedure. This incorporates appropriate appeal procedures.

Travelling Expenses

The school will meet the cost of travel by bus, train or private car. Mileage allowance is 45p per mile. For journeys over 50 miles, expenses payments will not exceed the cost of second class rail travel.

If candidates are travelling more than 80 miles each way, the school will meet the cost of one overnight stay, to a maximum of £75 subject to receipts being produced.

For candidates travelling from abroad, travel costs are met from the port/airport of entry.

Interview lesson observation sheet

Name of candidate:

Interaction with students	
Quality of questioning techniques	
Explanation of objectives to students	
Use of appropriate vocabulary	
Clarity of communication	
Leadership	
Class management and organisation	
Quality of resources	
Enthusiasm	
Subject knowledge	
Other subject specific criteria – eg health and safety in science and technology etc.	

Please grade each of the above from 1 – 5 with 1 = low / poor, 5 = high / excellent

Any other comments:

**Pembrokeshire County Council
Cyngor Sir Penfro**



Children and Schools

**INVOLVING PUPILS IN STAFF
APPOINTMENTS POLICY FOR SCHOOLS**

**Kate Evan-Hughes
Director for Children and Schools
Cyfarwyddwr dros Blant ac Ysgolion**

**November 2014
Tachwedd 2014**

INVOLVING PUPILS IN STAFF APPOINTMENTS A MODEL POLICY FOR SCHOOLS

1.0 Rationale – Why involve pupils in staff appointments?

Our school is committed to developing effective pupil participation, as outlined in our school's Pupil Participation Policy. We recognise that children and young people have a right – as stated in Article 12 of the UNCRC – to be involved in making decisions that affect their lives, and the right to an education (Articles 28 and 29). The extent to which pupils are involved in decision making needs to be across the whole workings of the school including the appointment of staff. Pupils are uniquely placed to contribute views about the effectiveness of both teaching and non-teaching roles in terms of the candidates' manner and their approach to working with them and giving them support. As recipients of learning, they are also well placed to contribute views about the effectiveness of teaching candidates' approach to teaching and classroom management techniques. Involving pupils in staff appointments can give clear benefits to the school, pupils and the candidates themselves and should be seen as a routine part of the appointment process for all staff. It is also cited as good practice in the Local Authority mandatory Safer Recruitment training for managers in school.

2.0 Benefits for the school

Through involving pupils in staff appointments the school will:

- Gain an added perspective on the candidate – in particular how he/she relates to pupils;
- Better understand what skills and qualities pupils look for in an effective teacher, teaching assistant and other support roles;
- Send a positive and powerful message to candidates that pupils' input is valued and taken seriously;
- Help to develop stronger working relationships between staff and young people;
- Develop more inclusive and effective recruitment and selection processes;
- Show our commitment to pupil participation in a meaningful way.

3.0 Benefits for the pupils

Through being involved in the interviewing process, pupils:

- Gain confidence and self-esteem;
- Feel that they are valued and that their opinion counts;
- Develop a sense of belonging and ownership;
- Acquire important knowledge and skills – e.g. about the interview process and what principles this is governed by; about how to carry out a fair and effective interview;
- Improve their communication and team-working skills;
- Learn something about what makes a good teacher, teaching assistant, administrative support; caretaker etc.

- Feel they can make a difference.

In order for these benefits to be felt, our school will ensure that the pupils' role in the staff appointment process is meaningful and that their involvement is **NOT** used in a tick-box fashion. We understand that there could be prejudicial effects if children and young people feel that they have been manipulated or ignored.

4.0 Benefits for the candidates

Pupils' involvement means that candidates will:

- Have a better understanding of the school's commitment to pupil participation and how we value it and take it seriously;
- Have a better understanding that how they interact with pupils is a crucial part of the job they are applying for;
- Be afforded the opportunity to give a truer reflection of their character and how they would interact with pupils in practice;
- Have a positive sense of endorsement from pupils once they have been selected and appointed.

5.0 The Process

The process of involving pupils in staff appointments needs to be clear and consistent. It is important to ensure that standards of fairness and consistency are maintained and that the process is safe and positive for all involved. Our school will ensure that the process is planned carefully with appropriate consideration given to how pupils are involved in each of the following stages:

5.1 Planning

It is important to remember that, however pupils are involved in the appointment and selection process, it is the governors who have ultimate responsibility for the recruitment and selection of staff. *YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL* has set up a system for involving pupils which is utilised for all appointments of staff. This system is clearly understood by staff, governors and pupils and regularly monitored and reviewed.

The level and extent of pupil involvement will vary depending on the nature of the role being appointed and the age of the pupils involved. Foundation Phase and lower Key Stage 2 pupils should have opportunities to be involved in the process. However certain elements of the process may need to be adapted to ensure that they are age appropriate and that the experience is meaningful and worthwhile.

Teaching appointments

1. For a senior level appointment a pupil panel may be appointed to conduct a parallel interview with candidates and give feedback to the formal interview panel.

2. Shortlisted candidates are asked to teach a lesson and feedback is collected from the pupils in the class.

Non-teaching appointments

1. For senior pupil-facing roles, a pupil panel is appointed to conduct a parallel interview with candidates and give feedback to the formal interview panel.
2. Depending on the role, shortlisted candidates may be asked to assist in a class, work with a group of children or interact with pupils in another task..

Pupils from the School Council are selected to be on the pupil panel. The school ensures that practice is considered in line with the National Participation Standards.

The designated Child Protection Teacher will ensure that arrangements are in place for the safeguarding of the pupils is paramount throughout the process.

5.2 Training

The school ensures that everyone involved in the recruitment and selection of staff has information, support and training to ensure the process is confidential, fair and consistent and has due regard for equal opportunities. The named member of the senior leadership team with responsibility for pupil participation is responsible for arranging support for the pupils involved throughout the process. This senior member of staff will ensure that the pupils have the necessary information and training to undertake their role effectively. The information and training needs to be accessible to the pupils in an age appropriate manner.

Training is important so that members of the pupil panel:

- Have the information and skills required to play a meaningful and effective role in the process;
- Are aware of key principles which need to be adhered to when interviewing and selecting candidates for a post;
- Have a positive experience and gain confidence and important life skills.

Key elements to include in the training for the pupil panel are:

- An explanation of job descriptions and person specifications (including essential and desirable skills);
- Clarification of the selection and interviewing process - as well as the scope and limits of pupils' involvement in this;
- Necessary principles that have to be adhered to as part of the appointment process, and their implications for practice (i.e. openness, fairness, confidentiality, equal opportunities);
- Some understanding of employment law (for older pupils);
- First impressions and countering bias (especially where internal candidates are involved);
- Listening skills;
- Interviewing and question techniques - e.g. how to ask questions in order to gain the required information from a candidate;

- How to use recording and score sheets and how to record comments and opinions in a clear and appropriate manner;
- Making decisions as a group;
- Giving and receiving feedback in an appropriate way.

NB Some useful training materials/activities are available in “The Recruitment Pack” produced by Save the Children, Scotland. This is downloadable at: www.savethechildren.org.uk/scotland.

5.3 Drawing up the Job Description and Person Specification

Pupils would **not** normally be involved in drawing up the job description unless a new role is being created where pupils’ input may be beneficial.

The pupil panel will draw up their person specification from a pupil perspective. Their ideas need to reflect the requirement of the job as described in the job description and ensure that due regard is paid to equal opportunities. The training of pupils needs to ensure they understand that the person specification will form the basis for their questions asked at interview. For teaching appointments, the pupils’ insight into particular aspects of the role such as classroom management, teaching styles and rewards and sanctions will provide useful and relevant information.

5.4 Short listing

Pupils will **not** be involved in the short listing process. Logically, if pupils are to be involved in the short listing process, candidates should be informed in advance and tailor their applications to the age of the pupils, and this would be impractical. Also where internal candidates are rejected at this stage, it is easier for everyone if pupils are not involved in that decision. However, part of the training of pupils should include what happens at the short listing stage and the reasons that pupils are not involved in this part of the process to ensure that they don’t feel disempowered.

5.5 Interviewing

Pupils will be consulted following the demonstration lesson or interactive task with pupils using a clear set of criteria. Pupils on the panel will be supported to prepare for the interview process and how it is conducted by the senior named member of staff. E.g. deciding who will ask which question, going through the method for recording.

In order for the interview process to be a positive, open, fair and safe experience for candidates and pupils, the following aspects are taken into account:

- **Openness** – the candidate will know beforehand what is expected of them so that they can prepare. As well as knowing the brief for the demonstration lesson or activity with pupils, they will also be told the age range and number of pupils who will be on the interview panel and how the pupils’ views will feed into the decision making process.

- **Fairness** – pupils will ask the same questions of all the candidates and have an agreed scoring system. All the pupils' questions will be based on the pupils' Person Specification. Pupils will be trained to understand that they need to disregard any prior knowledge of candidates and base their scoring/feedback solely on the answers to the agreed questions.
- **Safety** – the senior named member of staff ensures that the process is fair and that child protection procedures are observed. All pupils on the panel are trained in the importance of maintaining confidentiality and understanding that they must not discuss any of the candidates with anyone not involved in the selection process. The school has an agreement protocol in respect of confidentiality which all pupils involved are asked to sign.
- **Positive experience** – the senior named member of staff acts as a 'mentor' to the pupils on the panel, supporting the pupils through every stage to ensure that the experience is safe and positive for them. This senior member of staff will be present at the interview to give any advice or reassurance that the pupils require. They will only intervene if fairness is being compromised or if the pupils need support. The pupil panel will be large enough for pupils to feel confident and be able to represent pupil voice but not so large that candidates feel intimidated. The pupil chair of the panel should be supported to make each candidate welcome and ensure that the panel stick to the agreed questions and avoid any 'trick' questions.

5.6 Feedback to the Adult Panel

Pupils should score each candidate and collate their scores so that the average score for each candidate is presented to the adult panel, who will take the pupils' views into account and consider all aspects before coming to a final decision. The pupil scores are presented to the adult panel by the adult who supervised the panel.

Pupils are informed at the planning stage how their views are fed into the process to ensure there is no disillusionment later on.

Feedback to candidates is undertaken by the adult managing the recruitment process. Pupils are told that they must not discuss the process with candidates. This reinforces the fact that it is the governing body which is responsible for appointments and they are not handing over their power to pupils.

The main adult panel will let the pupil panel know the final decision. Where this does not agree with the recommendation from the pupils, the adult panel will give a brief explanation of factors which were taken into account.

5.7 Induction

Pupils may be involved in the induction of new staff. The specific involvement of pupils will depend on the role of the new staff member. The School Council will be invited to help to identify how they can help a new member of staff settle into their new role. They will consider what the new member of staff needs to know, who they need to meet and how they can contribute to this process.

6 Evaluation against the National Participation Standards

The school recognises that pupil's involvement in staff appointments needs to be meaningful and effective. The school will therefore regularly evaluate the processes for involving pupils in staff appointments against the National Participation Standards, as part of the school's self evaluation process.

The following checklist helps the school to incorporate the National Participation Standards into our practice:

National Participation Standard	What this means for the effective involvement of pupils in staff appointments
Information	<ul style="list-style-type: none"> • Pupils receive the information they require in a timely manner and in an accessible format so that they understand the processes involved, and are able to participate in interviewing and selection in a meaningful and effective way. • Pupils receive training which enables them to understand the selection and interviewing processes, and their role in it.
It's your choice	<ul style="list-style-type: none"> • Pupils have a choice as to whether they wish to be involved in the interviewing and selection processes or not.
No Discrimination	<ul style="list-style-type: none"> • Where possible, a cross-section of pupils is involved in the interviewing and selection process, not just a select group. This can happen through the demonstration lesson/interactive task with pupils and/or through ensuring a cross-section of pupils is represented on the pupil panel in terms of age, gender, background, ability and additional needs.
Respect	<ul style="list-style-type: none"> • Pupils are clear about the scope and limitations of their role. • Adults listen to pupils' views and take them into account.
You get something out of it	<ul style="list-style-type: none"> • Pupils gain an understanding of the interview and selection process and the principles it must adhere to. • Pupils are supported in gaining skills to help them in fulfilling their role effectively (through staff support and training).
Feedback	<ul style="list-style-type: none"> • Pupils are informed of the impact of their involvement.

National Participation Standard	What this means for the effective involvement of pupils in staff appointments
	<ul style="list-style-type: none"> • Where the outcome of the interview differs from that recommended by the pupils, other factors taken into account are clarified.
Improving how we work	<ul style="list-style-type: none"> • Everyone involved in the interviewing and selection process (including the pupil panel) is able to feed in their thoughts about how things went, so as to improve practice in the future.

7 Interviews Involving Internal Candidates

Particular sensitivities are involved where internal candidates are to be interviewed. It is important that all concerned - both the pupil panel and candidates - understand that they should under no circumstances discuss the interview process with anyone else outside the interview itself, either before, during or after the recruitment and selection process. Any questions which candidates may have about the process should be directed to the named adult contact.

Members of the pupil panel and candidates should understand that all decisions are based on the candidate's response to agreed common questions and evidence of how they meet the person specification as evidenced during the interview, and should in no circumstances be influenced by what is known about them outside the interview situation. Where internal candidates are involved, it will be important to include something in the training for the pupil panel about first impressions, impartiality and countering bias.

Where internal candidates are involved, particular care should be taken in selecting members of the pupil panel, as it's important that judgement isn't clouded by any positive or negative bias due to experiences outside the interview process.

Offering the successful candidate the post, giving feedback to candidates on the interview process, or telling them they have been unsuccessful should always be undertaken by an adult. This is particularly important where a candidate is known to the young people involved.

8 References

'The Recruitment Pack' – Save the Children Scotland
www.savethechildren.org.uk/scotland

Pupil Voice Wales - www.pupilvoicewales.org.uk

*Kathy Young-Powell System Leader for Participation and Rights
November 2014*