PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

9 March 2016

Recruitment to Headteacher and Depute Headteacher Posts

Report by Director (Education and Children's Services)

PURPOSE OF REPORT

This report recommends a revision to the current recruitment process guidance for Headteacher (HT) and Depute Headteacher (DHT) posts following a full review of the current policy and process. This review also involved piloting different approaches of recruitment for these important senior leadership posts. The proposed revised recruitment process guidance incorporates the General Teaching Council for Scotland (GTCS) Professional Standards for Leadership and Management and is in line with the principles of the Council's Recruitment and Selection Policy.

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1   BACKGROUND

1.1   The current policy regarding the recruitment process for appointing HTs and DHTs was approved by Lifelong Learning Committee (LLC) in August 2007 (Report No 07/529 refers). That Revised Headteacher Appointment Process sought agreement for changes required to the process for appointment of HTs and DHTs to comply with the Scottish Schools (Parental Involvement) Act, 2006.

1.2   New GTCS Professional Standards for Leadership and Management were published in December 2012 with the expectation that they would be used to develop and evaluate future leadership development programmes. These standards came into effect on 1 August 2013. It was important that the Perth and Kinross Council (PKC) recruitment process be informed by these Professional Standards. These GTCS Standards focus on the requirement for Professional Values, Professional Knowledge & Understanding, Professional Skills & Abilities and Professional Actions. Consequently, PKC's recruitment process guidance for HTs and DHTs required to be updated.

1.3   Since January 2011, there have been over 90 new HT and DHT appointments in Perth and Kinross; often there can be pressure points in the school session when significant numbers of posts require to be filled in a relatively short period of time. This requires the recruitment process to be as flexible and agile as possible whilst remaining robust, fair and allowing for the appropriate advertisement of posts.

1.4   A review group was established to review the process and guidance for the recruitment of HTs in line with the Council's Recruitment and Selection Policy. Discussions led to a consensus that the recruitment process should be

revised and centred on these revised GTCS standards. Lessons learned from this process would then be used to draft a revised recruitment process guidance for both HT and DHT posts.

1.5 Membership of the review group included Heads of Service, Elected Members, parents, Quality Improvement Officers (QIOs), representatives from Human Resources (HR), HTs from primary and secondary schools. The aims of the review were to:

- Revise and align the recruitment processes and guidance of 2007 to better match the requirements of the GTCS Standards for Leadership and Management and to capture the skills, knowledge and experience sought of a candidate.

- Test some different models of short-listing and interviewing that may allow for more flexibility and efficiency in the process.

- Revise job profiles and application forms to better match the requirements of the GTCS Standards for Leadership and Management and to capture the skills, knowledge and experience sought of a candidate.

- Examine the content of vacancy adverts and adapt advertising methods to market Perth & Kinross as a desirable area to live and work so as to attract candidates of a suitable calibre to posts.

- Develop recruitment and selection tools to more easily enable an accurate summary against the GTCS Standards of the initial shortlisting process and interview process to be recorded.

- Benchmark PKC processes for HT/DHT recruitment with those of other local authorities to ascertain their effectiveness and transferability.

- Provide the opportunity for Elected Members, ECS officers, parents and previous candidates to comment on the different models that were being tested with a view to that feedback shaping the recruitment process.

1.6 Actions and progress in respect of each of the aims of the review outlined in 1.5 are detailed in the table below.

Review Group Focus	Actions and Progress
Revise and align 2007 recruitment process guidance.	The 2007 Revised Headteacher Recruitment Process Guidance has been reviewed to take cognisance of the GTCS Standards. (Appendix 1)
Test some different models of short-listing and interviewing	Feedback had been received from some parents about the difficulties of representing the Parent Council at both Stage 1 and Stage 2 interviews. It was decided to try different interview models to: - Enable officers to action and evaluate the effectiveness of draft paperwork which aims to provide a framework designed to ensure there is a standardised, transparent approach to recording and measuring candidate suitability against clear standards at all stages of the recruitment process.

	- Make the recruitment process as flexible, efficient and effective as possible in maximising the benefits in relation to the skills and contributions of all panel members. Two examples are: **Primary HT posts:** - Stage 1 interview with a panel of Quality Improvement Officers (QIO(s)/Head of Service - Stage 2 Interview with a panel of QIO(s), Elected Member(s) and parent(s) **3 Secondary HT posts:** - Generic stage 1 interview for candidates who had applied for all 3 posts with a panel of Head(s) of Service and Elected Members - Stage 2 school specific, individual interviews with a panel of Head of Service, Elected Members and parents
Revise job profiles and application forms	The generic HT job profile has been revised to ensure that the job purpose, associated accountabilities and professional actions meet the requirements of the GTCS Standards for Leadership and Management.
Examine the content of vacancy adverts	Advertisements have been improved to better promote Perth and Kinross as a desirable and dynamic area in which to live and work and to give more detail about individual schools. These adverts also highlight the PKC Leadership Development and Induction Programme to support newly appointed HTs throughout their first year.
Develop potential recruitment and selection tools	A Short Life Working Group (SLWG) was convened to consider a range of draft support documents developed to reflect GTCS Standards for Leadership and Management. These included: - Application Screening - Interview Assessment - Supporting guidance for Elected Members and Parent Council Representatives re GTCS Professional Actions of HTs and interview protocols
Benchmark PKC processes for HT/DHT recruitment with those of other local authorities	Benchmarking was carried out with the other 31 local authorities via the Association of Directors of Education Scotland (ADES) Personnel Group to ascertain the effectiveness of their processes. 3 of the 7 authorities who responded were using revised recruitment and selection processes since the introduction of GTCS Standards for Leadership and Management. Assessment exercises and panel interviews were common across all respondents except one. The use of assessment activities was common.

	One authority used external support for this.
Provide the opportunity for Elected Members, Officers, parents and previous candidates to comment on the recruitment process.	Feedback was obtained from the various stakeholders who have been involved in the recruitment and selection of HTs using the existing process as well as those who had involvement during the pilot of different interview processes. A standardised, consistently applied and transparent approach at all stages of the recruitment process has been an important theme from all those invited to comment on the recruitment process. In the spirit of collaborative working and to best capture the skills, knowledge and experience required of a candidate, the involvement and contributions of Elected members and Parent Council Representatives was identified as strengthening both stages of the HT and DHT recruitment process. Consideration was given to the requirements of parents in terms of their work and family commitments and them being able to participate in both Stage 1 and Stage 2 interviews. Those involved in the review felt strongly that participation of Elected Members and parents at both stages should continue wherever possible.

2.   NEXT STEPS

In addition to the development of the proposed revised recruitment process guidance and supporting paperwork for this, representatives from the SLWG will continue to develop a toolkit of support resources which will include:

- Application question sets for a range of school settings for use on the recruitment portal.
- Guidance on the role and responsibilities of Parent Council Representatives.
- Guidance on interview protocols for all panel members.
- Exemplification of improved text and graphics for recruitment advertisements.

3.   CONCLUSION AND RECOMMENDATIONS

3.1   Full account has been taken of the feedback received from the review group and the current SLWG. The focus, as stated in 1.3, of ensuring the recruitment process for HTs and DHTs is as flexible and agile as possible whilst remaining robust and fair has influenced all proposed revisions next steps and conclusions.

3.2 Elected Members and Parent Council Representatives should continue to participate in the recruitment of HTs and DHTs at both Stage 1 and Stage 2 of the interview process.

3.3 In the event that the Parent Council Representative(s) may be unable to commit to participating in both interview stages, only representation at Stage 2 should be essential.

3.4 A joint recruitment and selection refresher for all involved in the recruitment of HTs and DHTs will be organised to familiarise them with the new process if approved. Recruitment and Selection training would also be provided for Parent Council Representatives as required.

3.5 It is recommended that the Committee:

(i) Notes the Actions and Progress made to date and the planned developments as described in Next Steps.

(ii) Approves the adoption of the revised process (Appendix 1) for the Recruitment of Headteacher and Depute Headteacher posts as from April 2016.

(iii) Instructs the Director (Education and Children's Services) to bring back an update to advise Committee on how the revised recruitment process is working by March 2017.

Appendices

Appendix 1   Revised Headteacher/ Depute Headteacher Appointment Process 2016

Author(s)

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Approved

Name	Designation	Date
Sheena Devlin	Director (Education and Children's Services)	22 February 2016

1. **IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION**

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	**None**
Financial	**None**
Workforce	**None**
Asset Management (land, property, IST)	**None**
Assessments	**None**
Equality Impact Assessment	**Yes**
Strategic Environmental Assessment	**None**
Sustainability (community, economic, environmental)	**None**
Legal and Governance	**Yes**
Risk	**None**
Consultation	**None**
Internal	**Yes**
External	**None**
Communication	**None**
Communications Plan	**Yes**

1. **Strategic Implications**

    Community Plan/Single Outcome Agreement

1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

    (i)   Giving every child the best start in life
    (ii)   Developing educated, responsible and informed citizens
    (iii)   Promoting a prosperous, inclusive and sustainable economy
    (iv)   Supporting people to lead independent, healthy and active lives
    (v)   Creating a safe and sustainable place for future generations

    This report relates to Objective No (i).

    Corporate Plan

1.2 This section should set out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

    The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives**:**

    (i)   Giving every child the best start in life;
    (ii)   Developing educated, responsible and informed citizens;
    (iii)   Promoting a prosperous, inclusive and sustainable economy;
    (iv)   Supporting people to lead independent, healthy and active lives; and

(v)   Creating a safe and sustainable place for future generations.

This report relates to Objective No (i).

1.3   The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Leadership and Management

2.   Resource Implications

2.1   There are no resource implications arising other than on occasions there may be advertising costs which would be met from within existing resources.

Workforce

2.2   The Head of Human Resources has been consulted on all proposals contained within this report.

Asset Management (land, property, IT)

2.3   Non applicable

3.   Assessments

Equality Impact Assessment

3.1   The proposals in this report have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i)   Assessed as **relevant** and the following positive outcomes expected following implementation:
- The proposal will promote equal access and inclusiveness for all.
- The proposal will ensure that jobs are accessible to all communities and locations.
- The proposal will enable both successful and unsuccessful candidates to learn from feedback for self-improvement purposes.
- The proposal will ensure that candidates are assessed equitably against the GTCS Standards for Leadership and Management.
- The proposal will continue to enable parents to access their entitlement to contribute to the recruitment and selection of headteacher and depute headteacher posts.

Strategic Environmental Assessment

3.2   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

This section should reflect that the proposals have been considered under the Act no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3   Non applicable

Legal and Governance

3.4   The Head of Legal Services has been consulted on all proposals contained within this report to ensure this proposal complies with the Council's duties as contained within the Scottish Schools (Parental Involvement) Act 2006.

Risk

3.6   Non applicable

4.   Consultation

Internal

4.1   Feedback was obtained from a range of stakeholders involved in the existing process and the pilots recruiting headteachers posts between April and December 2014 including;

- Parent Council Representatives
- Elected Members
- Previous candidates
- ECS Education representatives
- Representatives of the teachers' side of JNCT

Additionally the following were consulted in relation to the preparation of this report:

- Head of Finance
- Head of Democratic Services
- LLC Church Representatives

External

4.2   Non applicable.

5.   Communication

5.1   If the proposals contained within this report are approved;

- Guidance and supporting documents would be available on ERIC within the Employment Information section.
- Communication of revised processes would be conveyed via ECS News, Headteacher Development Days and associated bulletins, Parent Council Chair Meetings, Elected Members' Sharepoint site, ECS Divisional Team Meetings and schools' Local Management Groups.
- Appropriate professional associations will be updated and any necessary amendments made to the Perth and Kinross Council Joint Negotiating

Committee for Teaching Staff Local Agreement, Revised Headteachers appointment Process 2007.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1   Revised Headteacher/ Depute Headteacher Appointment Process 2016

Headteacher/ Depute Headteacher Appointment Process 2016

Interview Panel

The Parental Involvement Act states that:

- One third of the panel must comprise a parent member of the Parent Council or a person nominated by the Parent Council (if the Parent Council choose to be represented).

- The person nominated by the education authority must chair the panel, noting that for Depute Headteacher (DHT) appointments, the nomination from Education Services would be the school headteacher.

- For Headteacher (HT) appointments, the panel would agree whether an elected member or Education Services representative chairs the panel.

Structures for interview panels would therefore be:

Structure 1	Structure 2
1 x Education Services Rep (HT chair for DHT posts)	2 x Education Services Reps (1 is chair of panel for DHT posts)
1 x Lifelong Learning Committee Elected Member (chair of panel for HT posts)	2 x Lifelong Learning Committee Members (1 is chair of panel for HT posts)
1 x Parent Council Representative	2 x Parent Council Representative
Panel size – 3	Panel size - 6
Pupil Roll <50	Pupil roll is >50

It is recommended that panel sizes are no greater than 6.

Church Representation

The Catholic Church, through separate legislation, has to approve appointments to Catholic schools. For Episcopalian and Catholic schools, a Church Representative from the Lifelong Learning Committee is invited to be part of the recruitment process.

To ensure the Parent Council still have one third membership, there would also be 2 Parent Council Representatives, 2 Education Services Representatives and 1 Lifelong Learning Committee (LLC) Elected Member, as a minimum for all denominational school appointments.

The following table summarises the revised process for appointments for Headteachers and Depute Headteachers 2016

Process	Revision 2016
Justification, Job Profile School Description	1. To comply with the Parental Involvement Act (PIA), the school's Quality Improvement Officer (QIO) or the HT must consult with any Parent Council at this stage. Where no Parent Council exists, the authority is under no statutory obligation to invite parental representation, however, PKC would invite parental representation from the wider Parent Forum. 2. The standard Job Profile sets out the core responsibilities for HTs and DHTs, taken from the Scottish Negotiating Committee for Teachers (SNCT guidance. Through discussion, it is possible to identify appropriate, additional, responsibilities or experience which may be required for a particular post. This standard Job Profile will have been shared with Parent Council chairs in advance along with the proforma asking for confirmation of parental representation. (By Employee Support Assistant, Appointment Panels, ESA.) 3. ESA checks with HT or QIO that there have/have not been any changes to the standard job profile prior to advert. 4. The existing process remains to confirm that there are no existing redeployments.
Advertise Post	1. The HT is asked to provide text for their school and its community 2. Post advertised on myjobscotland and/or in TES or other publication where appropriate. 3. PIA does not state that posts require to be advertised nationally, however expectation would be that posts are advertised nationally.
Succession Planning	1. The Employee Review and Development (ERD) process is used to encourage people to identify themselves as seeking promotion in tandem with Career Long Professional Learning and GTCS Professional Update. 2. Primary Principal Teachers (PTs) and DHTs participate in a professional conversation with QIOs about their personal and professional learning, development and aspirations. 3. Succession Planning: Participants of the Education and Children's Services Leadership, Development and Induction Programme, and the Scottish College for Educational Leadership: Into Headship Programme.

Application Forms	1. Applications are completed online through myjobscotland.
	2. Only electronic applications are accepted to ensure fairness, application forms will not be accepted after the closing date.
	3. ESA forwards electronic copies of completed applications following the closing date to the QIO.
Assessment of Applications	1. Parent Council Representatives and Elected Members require to be informed of suitable candidates and be advised of leet for Stage 1 interviews. The Parent Council Chair would therefore be invited to nominate parent representative(s) or nominate an alternative person(s) who is not a member of Parent Council to be the person(s) involved throughout the recruitment process. This should be another parent/(s) from the school's wider Parent Forum.
	2. The PIA states that any Parent Council must be invited to participate in the application summary process. Routinely, the 2 ECS members of the recruitment leet then a summary of the leet is presented to nominated member(s) of Parent Council and Elected Members for comment and ratification, noting the reasons why individuals were selected or not selected, assessed against the GTCS Standards for Leadership and Management. Parent Council members may also identify that they wish to be part of the initial leeting process.
	3. Post application assessment, myjobscotland is updated for both successful and unsuccessful applicants. Successful applicants are requested to select a Stage 1 interview slot.
	4. No feedback is offered at this stage.
	5. An electronic copy of the Application Assessment Grid sent to ESA for circulation to all Stage 1 panel members.

Stage 1 Interview	1. PIA requires that:
	   a. For HT posts, the appointment panel chair is nominated by the Education Authority; usually an Elected Member but can also be an ECS Officer.
	   b. For DHT posts, the HT is the panel chair.
	   c. The above chairing arrangements apply to any interview panels to ensure consistency throughout process.
	
	2. Elected Member involvement:
	   a. The Convener of Lifelong Learning Committee should, where possible attend all interviews (or Vice Convener if the Convener is not available.)
	   b. LLC Elected Member involvement would depend on the size of school as per the criteria on page 1
	
	3. Stage 1 interviews will be approximately 45 minutes, and will include a range of questions tailored to an individual's application form and others which reflect the expectations for HTs and DHTs from the GTCS Standards for Leadership and Management.

Post Stage 1	1. Unsuccessful candidates are informed via myjobscotland. 2. Feedback is offered from HT or QIO. 3. Successful Candidates are informed via myjobscotland and asked to choose a slot for Stage 2 Interviews (may also be phoned by HT/QIO.)

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Pre- Stage 2 Interview	Candidates are:
	1. Advised of the format of the interview and composition of panel members.
	
	2. Offered the opportunity to visit the school.
	
	3. Asked to complete an online assessments which would contribute to the appointment panel's evaluation of the Stage 2 interview.
	
	4. Expected to ensure that references are with the panel in advance of the Stage 2 interview.
	
	5. Not given prior notice of question areas.
	
	6. HT/QIO will liaise with the Parent Council Chairperson to discuss:
	    a. the theme of an unseen scenario
	    b. the focus for formal questions

References	1. For internal candidates: Reference must be from the line manager of their current job as a minimum but another reference can be provided if candidate wishes. For external candidates two references are required.
	2. ESA will ask candidates to follow up missing references if a candidate is progressing from stage 1 to a stage 2 interview.
	3. The Job Profile states that references are used to further support information obtained through interview stages.
Stage 2 Interview	1. Panel set up as per the criteria set out on Page 1 of this appendix.
	2. The whole interview process, including the candidate's preparation time, will take approximately 70 minutes.
	3. Candidates are given 20 minutes prior to interview to prepare their presentation in response to an unseen scenario.
	4. The first 10 minutes of the interview are allocated for the candidate's presentation of the scenario. The panel may ask questions related to the scenario.
	5. The panel will ask questions from a set of predefined questions linked to the needs of the school and the GTCS Standards for Leadership and Management.
	6. Supplementary questions can be asked in relation to answers provided to individual questions.
Post Stage 2 Interview	1. All candidates will be contacted by the HT/ School's QIO with the outcome of the interview by telephone.
	2. The successful candidate is given a verbal offer of appointment subject to statutory checks.
	3. HT/ School's QIO informs ESA verbally and sends an electronic copy of the interview assessment grid to the ESA who updates myjobscotland.
	4. Conditional offer sent to successful candidate subject to statutory checks.
	5. HT/QIO informs parents and local Elected Members by letter of a successful appointment and anticipated start date.
	6. HT/QIO is prepared to offer feedback to successful and unsuccessful candidates on performance.