Welcome to Governors Training on Effective Staff Selection
Learning Outcomes

By the end of the session governors should:

- have an increased awareness of their responsibility in relation to the appointment process
- be enabled to appoint fairly with due attention to appropriate legislation
- be assisted to appoint in a professional manner
The Programme

- Introduction / Objectives
- Legislative Framework
- Appointing Staff – job description, personnel specification, advertisement
- Appointing Staff – Shortlisting
- Appointing Staff – Interviewing and selection
- Close
Human Resources

Recruitment Best Practice

Legislative Framework
Human Resources

1. To appoint the most suitable candidate

2. To do so fairly in accordance with employment law

3. To do so in accordance with appropriate procedures
Anti – Discrimination Legislation

gender/ marital status

disability

race

sexual orientation

age

religious / political belief – applicable to all non teaching posts
Sex Discrimination Legislation

Unlawful to discriminate either directly or indirectly on the grounds of gender or marital status
Disability Discrimination Act

Unlawful to discriminate on the grounds of disability

Requires employers to make reasonable adjustment to premises and practices
Race Relations Order

Unlawful to discriminate on the grounds of race either directly or indirectly

Travellers are designated as an ethnic minority and are specifically protected by the legislation
Fair Employment Acts

Unlawful to discriminate on the grounds of religious belief or political opinion

Applies to all non teaching appointments
Employment Equality (Sexual Orientation) Regulations (NI) 2003

Unlawful to discriminate on the basis of a person’s actual or perceived sexual orientation

Either directly or indirectly
Employment Equality (Age) Regulations (NI) 2006

Prohibits discrimination on grounds of age in employment or training

Either directly or indirectly
Unlawful Discrimination

Direct – not appointing someone because of their gender, race etc.

Indirect – more subtle .. involves the application of requirements or conditions which cannot be justified
Unlawful Discrimination

Reverse – compensating for an imbalance

Victimisation – getting your own back
Weaknesses identified

Procedural irregularities

Insufficient records of process

Inappropriate notes

Irrelevant factors distorting process
Weaknesses identified

Lack of awareness of Equal Opportunities Policy

Lack of training in recruitment and selection
Objectives

To appoint fairly in accordance with the legislation

To be in a position to provide a defence against complaints
How?

- Be aware of Equal Opportunities Policy;
- Be objective – don’t let assumptions, preconceptions or stereotypes influence you;
- Adhere to procedures;
- Record the process and retain the records.
Child Protection – Recruitment Issues

- New application form
- Employment history
- Suitability
- Vetting
- References
- Proof of identity at interview
- Risk Assessment
Appointing Staff

- Identifying needs
- Drawing up job description
- Developing a Personnel Specification
- Placing the advertisement
The Job Description – Definition

The job description is a written statement of the purpose, scope, main duties and responsibilities of the post and description of the work necessary to carry out the job effectively.
The Job Description – Contents

- Preparation / Planning / Teaching
- Assessment / Recording
- Pastoral Care / Discipline
- Curriculum
- Staff Development
- Liaison with other bodies
- Administration
The personnel specification details the experience, expertise, qualifications and qualities needed for the post. It leads to the formulation of criteria for the post.
Personnel Specification

Essential

Experience
- Three years Key Stage 2 teaching experience

Qualifications
- Qualified teacher
- Relevant qualification in primary science or experience in co-ordinating primary science

Skills / Knowledge
- Evidence of ability to lead a team in curriculum development

Desirable

Experience
- Experience of teaching Year 6 and/or Year 7

Qualifications
- Relevant ICT qualification

Skills / Knowledge
- Evidence of ability to organise and lead school based INSET
Personal Qualities (only measurable at interview)

- A motivator with leadership skills who relates well to others
- Positive attitude to discipline
- Enthusiastic
The Advertisement

- Forward relevant details of the post to the Board’s Human Resources Department:
  - job description
  - school description
  - essential & desirable criteria
- Closing dates
- Collection of application forms
Review of the Programme

- Identify your needs
- Describe the job
  - what sort of a person could do it
- Establish the criteria which could help select the best person for the job
- Seek suitable applicants
The Shortlisting Process

Workshop:

Anytown Primary School

In groups consider the advertisement for a teaching post and the criteria to be used for shortlisting.
Shortlisting

- Eligibility not suitability
- Anyone who meets E/D criteria must be interviewed
- Principal’s role in preparing is key
- Declaration of interest when forms are given out
- Confidentiality
Shortlisting (contd)

- Evidence of meeting criteria – not always in the right place

- Identify gaps in employment history

- Clear, objective reason for calling/rejecting candidates for interview

- Apply all essential criteria in order

- Desirable criteria may be used – not necessary to use them all
The Interview

Reflect on your experience of interviews
The Interview

- Prepare thoroughly
  - Arrangements for Proof of Identity check before candidates enter interview
  - Panel checks application forms for gaps in employment

- Structure the interview
- Establish rapport
- Probe and listen
- Be objective and open minded
- Be courteous and fair
Role of the Chairperson

- Welcome and introductions
- Ensure applicant knows form of interview
  - no. of questions to be asked and time available
- Co-ordinate the asking of questions
- Keep the interviews running on schedule
- Ask for supplementary questions
- Ask candidate for questions
- Confirm the candidates suitability to work with children
- Close interview, thanking candidate and explaining arrangements for receiving the interview results
- Co-ordinate post interview discussion
- References
  - ensure references for successful candidate(s) confirms suitability to work with children.
Forms of Interview

- Questions
- Presentations
- Case Studies
Interview

- Should arise from the areas identified in the job description and personnel specification

- Should be clear and concise

- May require candidates to reflect on past experience and achievement

- Answers can be probed using supplementary questions
Post Interview

- Setting aside adequate time for discussion
- Role of Chair
- Role of Assessor – if involved
- References
- Marking scheme and changing marks
- Note taking
- Coming to a decision
- Providing candidates with feedback
## Mark Allocation Table

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<td>8-9</td>
<td>Very Good – exceeds requirements</td>
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<td>6-7</td>
<td>Good – meets requirements</td>
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## ASSESSMENT FORM

MEETING HELD ON: ________________________  INTERVIEW START: __________

POST: _________________________________  INTERVIEW END: __________

APPLICANT: ____________________________

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| Q1              |        |        |

| Q2              |        |        |

| Q3              |        |        |
North Eastern Education and Library Board

Record of Governor’s Marks and Ranking

School: Anytown Primary School

Post: Key Stage 2

Date of Meeting: 

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<th>MARK</th>
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NB. Rank should reflect marks awarded

Signed: __________________________________________ (Governor)

This form, together with each Governor’s Assessment Forms, should be retained by the school together with all other records relating to the appointment process.
School: Anytown Primary School ........................................ Post: Key Stage 2

Date of Meeting: ........................................................................

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NB. Rank should reflect marks awarded

Signed: ___________________________ (Chairperson) Date: ________________

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Summary of the Process

- Needs identification
- Job description – what needs to be done
- Personnel specification – what skills, experience are needed to do the job
- Advertisement
- Applications
- Shortlist
- Interviews
- Follow Up
Conclusion

- Sources of further help and support
- Further training opportunities
- The Board’s web-site: www.neelb.org.uk/governors
- Evaluation form – look back at objectives
- Travel claim form