

SECTION 3

Recruitment and Appointment

Introduction

Recruitment, selection and appointment should be seen as a series of related activities designed to ensure that the best available and most appropriately qualified teachers are found for individual schools. The various steps in the process are:

- Stage 1 - Determining the vacancy
- Stage 2 - Attracting candidates
- Stage 3 - Filling the vacancies
- Stage 4 - Issuing the documentation, including the letter of appointment, job specification, salary scale and notch on scale, code of conduct, disciplinary regulations etc.
- Stage 5 - Instructing the teacher about reporting for duty

Although these steps are important for all appointments they are particularly essential when filling promoted posts (see Section 9).

Checklist

- (1) Are there clear policies which ensure that:
 - a vacancy does exist;
 - the grade, qualifications and experience required are known by the appointing officer;
 - the priority to be given to the filling of the post is ensured;
- (2) For unpromoted posts has the Headteacher or District Education Officer been given the opportunity to request any specific attributes or interests the successful applicant should have?
- (3) Is there a policy on advertising vacant unpromoted posts?
Is this strictly adhered to?
- (4) What background information about the applicant is sought before an appointment is considered? Is this gleaned by a single reference or by a number of reports?
Who are the most able to give an unbiased opinion on the suitability of the candidate?
- (5) Have clear criteria been established on who will be interviewed for vacant posts, the form of interview, the structure of the appointment panel, and who has the final authority to recommend appointment or rejection?
- (6) Is there a defined series of steps which leads to the issue of a letter of appointment which includes full information about salary etc?

Policy Suggestions

It is important that there be clear documentation which sets out the staffing levels for schools of different types and different sizes. These staffing standards should be inviolate and be used to establish, in this context, when a vacancy exists. Nevertheless, Headteachers of secondary schools should have the right to express their preferences for the subject(s) in which the appointee is qualified; in the case of primary schools the range of experiences which would be most valued.

Job descriptions should be prepared in clear terms for all categories of staff. They are essential both for measuring performance and self-evaluation and are also invaluable for appraisal, promotion and disciplinary purposes.

To ensure transparency the procedures used in making appointments should be published and followed rigorously in the filling of all teaching posts.

Procedures for Consideration

A systematic approach is necessary which

- is seen to be fair;
- follows a logical sequence of events;
- guarantees equality of opportunity for all candidates;
- has procedures which ensure objectivity and avoid nepotism;
- reduces bureaucracy to the minimum, ensuring posts are filled without undue delay.

To meet these principles attention should be given to

- publishing regulations concerning the principles which must be followed before an appointment is made;
- decentralising the authority for making appointments of unpromoted teachers.

To ensure that the appointment process is achieving all that it sets out to do a periodic review should be instituted with comments sought from everyone involved. This should include submissions from professional associations and teacher unions.

References:

Developing a Professional Teaching Service

*Chapters 6
11*

Turning the Tables on Teacher Management

*Chapters 12, page 53
19, pages 79-83
20, pages 84-86*

Why Delegate?

Chapter 4, pages 21-22