

Appointment of a Teacher

A Manual for Boards of Management

St. Senan's Education Office, November 2010

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NB: Boards of management are obliged to recruit and employ fully qualified primary teachers for any vacancy in the school, regardless of the duration of the vacancy. In the event that no suitable qualified teacher applies for a post and an untrained person is appointed pending the availability of a qualified teacher, the board must outline to the Department the efforts made to secure a qualified teacher and the circumstances that necessitated the appointment of an untrained person.

Step 1: Advertising

1. A recruitment advertisement for the position of mainstream teacher should contain the following information;
 - School Name
 - School Address (applications should be addressed to the Chairperson c/o of the school).
 - School Roll No.
 - Fax. No. (if applications are being accepted via fax. - not recommended)
 - Email address Website Address
 - Current enrolment
 - Total no. of staff
 - Type of school - co-educational, all boys, all girls.
 - School Structure - junior school, senior school, vertical.
 - If the school is a gaelscoil this should be stated.
 - School Category - special school, DEIS school, mainstream, mainstream with special classes.
 - School's Patronage - Catholic under the patronage of Bishop's Name.
 - Title of Vacancy - Mainstream Teacher (Initially).
 - Status of post - permanent, fixed-term (temporary).
 - Closing date for applications - **must be a minimum of 14 days from the last date of publication of the ad.**
 - Commencement date.
 - Application Requirements - we recommend that the following information is requested, letter of application, curriculum vitae/standard application form, copies of educational qualifications, inspector's reports, Teaching Council Registration, Garda Vetting Report.
 - The ad. should also state that a panel of suitable applicants may be formed from which future teaching vacancies arising within 4 months from the date of the ad. will be filled (***please note, permanent vacancies may not be filled from a panel established as a result of an advertisement for a fixed-term (temporary) post.***)

2. **All advertisements must receive prior approval from St Senan’s Education Office.** You can email the proposed advertisement to gwen@ldo.ie or fax a copy to 061 310186.
3. Upon approval you may place the full advertisement in a national newspaper or place the advertisement on www.educationposts.ie; www.staffroom.ie, www.eteach.ie
4. All of the teaching Staff of the school must be notified of the vacancy, including those on **any** form of approved absence through leave or secondment.



Applications should be date stamped as they are received and kept intact for the selection board to open after the closing date.

Step 2: The Selection Board

1. The Selection Board for the position of mainstream teacher must be composed as follows;
 - The Chairperson of the BoM
 - The Principal Teacher
 - One (1) Independent Assessors appointed by the Patron (schools should contact St. Senan's Education Office tel. 061 317742 in order to have an Independent Assessor appointed).
 - Gender balance must be maintained (i.e. either one female or one male must be on the selection board).



In the case of the selection of a teacher in a period after a principal teacher has been appointed but before the principal has taken up duty, the incoming principal shall fill the position of principal on the selection board.

2. The Patron's written approval of the composition of the selection board must be received prior to the holding of the interviews. This approval may be applied for by contacting St. Senan's Education Office.
3. If any member of the selection board discovers that they '**stand in relationship**' to a person who is a candidate for the position they must disclose this information to the BoM and withdraw from the process immediately. The term 'stand in relationship' may apply to blood, marriage or business relationships. If there is any uncertainty regarding this matter please contact St. Senan's Education Office for further advice.
4. On approval, the entire selection board should be involved in all activities pertaining to the appointment - opening and short listing of applications, marking matrix, etc.



Once appointed and approved the selection board acts independently of the BoM. Minutes of all selection board meetings should be kept on record.

Step 3: Preparation for Interview

1. First Meeting of the Selection Board

The first meeting of the approved selection board should be scheduled to take place after the closing date for the receipt of applications. The following business must be conducted at this meeting:

i. Establish an Applicant Assessment Criteria

- Prior to opening/reviewing the applications the Selection Board should familiarise themselves with the job description and the person specification of the ideal candidate to fill the post (see Appendix 1 - *Mainstream Teacher Sample Job Description & Person Specification*).
- The Selection Board should establish criteria for assessment of the applicants and the Chairperson should retain records of the criteria for assessment.
- The criteria for assessment should be arrived at following discussion of applicant eligibility, essential skills and abilities required to do the job and the additional desirable skills and abilities which would be an added bonus.
- A list of interview questions based on the assessment criteria should be prepared and noted (see Appendix 2 - *Sample Interview Questions: Mainstream Teacher*).
- A marking sheet based on the established criteria and an assigned weighting for each criteria should be agreed on.
- A cut off point below which a candidate is deemed to be unsuitable should be set.

ii. Establish a Short Listing Process

- Prior to opening/reviewing the applications the Selection Board should agree on a short listing criteria and marking scheme (see Appendix 3 - *Mainstream Teacher Short Listing Criteria*).
- The selection Board should agree and note the maximum number of candidates to be called for interview. (A minimum no. of 3 candidates is recommended as best practice however if there is just one eligible candidate the interview must proceed although the decision to appoint is based solely on merit). Candidates should be selected for interview based on their short listing ranking/score.

iii. Review of Applications

- Applications must only be opened after the closing date for receipt of same and in the presence of all selection board members.
- Only applications that meet the eligibility criteria for the appointment of mainstream teacher should be considered.
- All eligible applicants should be ranked in accordance with the agreed short listing criteria.
- The reasons for the non-selection of a candidate for interview should be noted and retained.

iv. Scheduling Interviews

- Once the selection board has completed the short listing process agreement on the interview schedule should be reached within the following parameters:
 - ◇ Candidates must be given a **minimum of 7 days notice** of the interview date.
 - ◇ Interviews must be scheduled outside of school hours and if held on a school day must afford the candidate ample time to reach the venue.
 - ◇ The venue must provide an appropriate environment for holding the interviews and should also have a suitable private waiting area.

v. Invitation to Interview / Unsuccessful Application Letters

- Once the selection board has satisfied itself that the shortlist process has been adhered to it may prepare and post letters of regret to unsuccessful applicants (see Appendix 4 for a sample regret letter).
- The letter of invitation (see Appendix 5) to interview should provide the following information:
 - ◇ The date and time of interview.
 - ◇ The approximate duration of the interview.
 - ◇ Directions to the interview venue.
 - ◇ Who to report to on arrival at the venue.
 - ◇ Information on the school.
 - ◇ A copy of the established criteria for the post.
 - ◇ A copy of the Schedule for Catholic Schools (please see appendix 6).
 - ◇ Contact name and details for any queries that may arise prior to the interview.



Applications received after the closing date and time **may not be considered** for interview.

3. Documentation for Interview:

All members of the selection board should be provided with copies of the following documents prior to the interviews:

- Advertisement.
- Curriculum Vitae (and any other documentation requested).
- Criteria for post.
- Agreed interview questions and marking scheme.
- Interview timetable.

Step 4: Conducting the Interview

1. Interview Structure:

An effective interview structure will have 5 distinct areas:

- a) **Introduction/Opening** - welcome, introduction of selection board members, relax the candidate, provide information about the school and the post, explain the structure of the interview.
- b) **Candidate Assessment**
- c) **Candidate questions** - give the candidate the initiative and opportunity to add anything they think relevant.
- d) **Close the interview** - indicate when they will hear your decision, thank them for attending.
- e) **Evaluation** - each member of the selection board should evaluate the candidates performance immediately after the interview. The evaluation should be completed without reference to the other selection board members and in-line with the pre-agreed marking scheme.

2. Role of the Chairperson:

- a) Welcome the candidate, introduce the members of the selection board to the candidate and explain who they are.
- b) Monitor the interview re time and consistency and fairness of questioning. Add supplementary questions for any point requiring clarification after the Selection Board members have finished.
- c) At the end of the interview ask the candidate if there are any points which he/she would like to add in support of their application, any additional information to add in respect of any of the questions asked and if he/she has any question for the selection board.
- d) Seek and note the candidates consent to contact their listed referees.
- e) Thank the candidate for attending and conclude the interview.
- f) Ensure that notes are kept. In particular that there is a written record of the questions asked.

3. Assessing the Candidates

- The candidates must be asked the same set of questions.
- The marking sheet should be supported by notes. The notes normally include references to responses to questions, evidence given in terms of each criterion, overall assessment of candidate's suitability for appointment.

- After each interview each member should have a well constructed summary.

4. Final Deliberations

On the conclusion of the interviews the chairperson of the selection board may initiate a discussion on the candidates.

- The chairperson must then record the aggregate score achieved by each candidate.
- Candidates should be listed in order of merit.
- A list of candidates **deemed suitable** in order of merit should be compiled by the selection board in the event of the post not being filled by the no. 1 listed candidate.
- In the event that no candidate is deemed suitable to fill the post the reasons for this decision should be noted.

5. Checking References

It is obligatory to reference check (see Appendix 7 - Reference Checking Template) the successful candidate. It is advisable to conduct the reference check (with the exception of the candidates current employer) prior to submitting the written report to the BoM, allowing the board to make a fully informed decision when ratifying an appointment. The reference check :

- Should pose a set of questions based on the job specification.
- Seek clarification of level, dept, and range of experience and skills demonstrated.
- May be conducted over the telephone—a reference checking form should be used in this instance.
- The selection board should compile a written report to the Board of Management nominating the most suitable candidate.



Interview Do Not's

- Do not ask discriminatory questions (Discrimination is forbidden on 9 grounds—age, sexual orientation, race, religion, disability, membership of the traveller community, family status, marital status, gender). Examples of discriminatory questions are as follows:
 - *Have you any plans to get married?*
 - *Do you intend having children soon?*
 - *How do you balance your family and work responsibilities?*
 - *Does your weight limit you in carrying out certain tasks?*
 - *How do you keep up your enthusiasm for teaching at this time of your life?*
- Do not deviate from the pre-agreed interview structure, format or questions.

Step 5: Making an Appointment

1. The Role of the Board of Management

- a) Upon receipt of the selection boards report the Board of Management will review the report and make an appointment (if appropriate).
- b) Prior to notifying the successful candidate the BoM will, in writing, seek the Patrons' approval of the appointment.
- c) On receipt of the Patrons approval the BoM will notify the successful candidate in writing. It should be noted that the offer of employment is subject to satisfactory, Garda Vetting, and Pre-employment Health Screening.
- d) The unsuccessful candidates will only be notified once written acceptance has been received from the successful candidate.

2. Documentation to be Completed

The chairperson and successful candidate should complete the following documentation:

- Form PTAF(1), available for download at www.stsenansed.ie, to be returned to Primary Payments, Dept. of Education & Science, Cornamaddy, Athlone, Co. Westmeath.
- Form of Agreement No. 2 (both school & teacher copies), available for download at www.stsenansed.ie.
- Garda vetting form (if applicable), available for download at www.teachingcouncil.ie, to be returned to the Teaching Council.
- Pre-employment health assessment questionnaire for Teachers (www.medmark4teachers.ie).



Determining Seniority

If two or more Teachers commence duty on the same day, the Board of Management should establish the order of seniority based on the order that the candidates were listed as a result of the interview process.



On completion of the interview process the following documentation should be retained by the BoM for a minimum of one calendar year:

- Advertisement
- Patrons Approval of Selection Board
- Established criteria for post
- Short listing criteria
- Assessment questions
- Individual and aggregate marking sheets for each candidate
- Reports, notes and decision of the selection board

Documentation to be retained for the duration of the successful applicant's employment.

- Advertisement, short listing criteria & score, assessment questions and individual and aggregate score achieved at interview.
- Copy of letter to and from Patron re. appointment approval
- Letter of offer to the candidate
- Letter of acceptance from the candidate
- Copy of form PTAF(1)
- Schools copy of Form of Agreement No. 2 (to be retained for the duration of the employment).
- Teaching Council Registration/Garda Vetting Report

Appendices

- Appendix 1: Teacher - Sample Job Description & Person Specification
- Appendix 2: Sample Interview Questions: Teacher
- Appendix 3: Teacher Short Listing Criteria
- Appendix 4: Sample Regret Letter
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- Appendix 6: Schedule for Catholic Schools
- Appendix 7: Reference Checking Template

(All of the above are available for download at www.stsenansed.ie)

SCHOOL NAME

Job Description & Person Specification

Job Title: Primary School Teacher

Responsible To: (i) Principal Teacher
(ii) The Board of Management

Job Purpose: The Teacher is responsible for the education of primary school children, by planning and delivering an education program to develop literacy, numeracy and the physical, emotional, intellectual and social growth of primary school pupils.

Key Priorities

The Teacher will be responsible for:

- teaching all areas of the primary curriculum;
- managing a class of primary pupils;
- organising the classroom and learning resources in order to create a positive learning environment;
- planning, preparing and presenting lessons that cater for the needs of the ability range within the assigned class;
- motivating pupils with enthusiastic and imaginative presentation;
- maintaining discipline;
- assessing and maintaining records of pupils' educational development;
- providing feedback to parents/guardians on a pupils' progress;
- meeting standards of professional and ethical conduct in relation to pupils, parents/guardians, and colleagues.
- following Board of Management and Department of Education and Science guidelines established to provide for the orderly operation of the school and to protect the safety and well being of children;
- attending staff meetings and other training and development sessions;
- assuming scheduled supervision of pupils in out-of-class settings;
- upholding the school ethos.

Key Responsibilities

1. Planning, Teaching and Class Management:

It is expected that the teacher will:

- Be responsible for curriculum area.
- Plan and prepare lessons that cater for the needs of the ability range within the assigned class.
- Plan progression in pupil's learning by:
 - identifying clear teaching and learning objectives for the class;
 - setting tasks, including homework, which challenge pupils and ensure a high level of interest;
 - setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
 - Identifying the needs of individuals and groups within the class.
- Establish and maintain a safe environment and purposeful working atmosphere that supports learning and fosters positive self-esteem amongst pupils.
- Set high expectations for pupils' behaviour, establishing and maintaining good practice with regard to discipline, punctuality and standards of work that are in accordance with the School's Code of Behaviour.
- Use a variety of teaching methods to:
 - structure information – outline content and aims and summarise key points as the lesson progresses;
 - instruct, demonstrate and give accurate, well paced explanations using appropriate vocabulary;
 - question effectively, listening carefully to pupils, correcting errors and misconceptions;
 - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to their abilities and the subject taught.
- Be responsible for a designated classroom and associated resources.
- Make effective use of ICT to enhance learning and teaching.

2. Monitoring, Assessment, Recording, Reporting:

It is expected that the teacher will:

- Set and mark work to be carried out by pupils, according to their different levels of ability and attainment.
- Establish targets for pupil achievement and ensure this information is used to evaluate progress.
- Assess and record pupils' progress systematically.
- Prepare and present informative reports to parents/guardians.
- Maintain records of class attendance.

3. Other Responsibilities

It is expected that the teacher will:

- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Implement effective student management consistent with the school's policies.
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Establish constructive working relationships among staff with whom they work, through team working relations and mutual support; evaluating practice and developing an acceptance of accountability.
- Supervise pupils both when they are on the school premises and when they are engaged in authorised school activities elsewhere.
- Promote and support the Catholic ethos of the school.

Primary School Teacher Person Specification			
Criteria	Essential	Desirable	Advantageous
Qualifications	<ul style="list-style-type: none"> N.T./B. Ed. Or Grad. Dip in Education or PGCE (or equivalent) Full recognition Cert in R.E. 	<ul style="list-style-type: none"> Successfully Probated 	<ul style="list-style-type: none"> Evidence of continuing and relevant professional development Other relevant Post-Grad qualification (e.g. Grad. Dip. In school planning) Masters in Education MBA Other relevant MA qualification Doctorate
Knowledge and Experience	<ul style="list-style-type: none"> An understanding of the role of class teacher. A clear understanding of the primary school curriculum and its application. Knowledge of inclusion strategies for engaging all learners. Knowledge and understanding of the principles which underpin effective teaching, learning and assessment. Demonstrable ability to work well with parents/guardians. Demonstrable understanding of the term Catholic ethos as it pertains to the primary school setting. 	<ul style="list-style-type: none"> Previous successful teaching experience Experience in a similar school setting Experience of implementing the primary school curriculum. Evidential experience of implementing inclusion strategies. Evidential experience of working with parents. Knowledge of cross curricular teaching and learning. 	<ul style="list-style-type: none"> Experience of teaching classes across the age and ability range. Evidence of working collaboratively with other teachers and support staff. A working knowledge of teachers' professional duties and legal liabilities
Skills and Aptitudes	<ul style="list-style-type: none"> Demonstrable ability to communicate effectively to a range of audiences. Ability to demonstrate good classroom management skills. Demonstrable ability to create a safe, happy, challenging, stimulating and effective learning environment. Demonstrable ability to work as part of a team. 	<ul style="list-style-type: none"> Evidential experience of working as part of a team. Evidential experience in prioritising, planning and organising. Musical talent and skills. Creative and artistic skills. Interest in sport and physical education. 	

	<ul style="list-style-type: none"> • Demonstrable ability to develop positive working relationships • Demonstrable ability to plan and organise. • Demonstrable ability to make effective use of ICT in the classroom. • A willingness to work throughout the primary school. • A willingness to use a variety of teaching strategies to engage all learners. • Demonstrable ability to develop and maintain good professional relationships and contribute positively to curriculum development. 		
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Demonstrable commitment to become actively involved in supporting the Catholic ethos of the school. • Passionate about learning and teaching. • Open minded, self evaluative and adaptable to changing circumstances and new ideas. • Excellent interpersonal skills. • Demonstrable ability to make appropriate judgments over sensitive or confidential issues. 	<ul style="list-style-type: none"> • A willingness to participate in the life and extra-curricular activities of the school. 	

Notes to Job Description & Person Specification:

- This is a sample
- 'Demonstrable' the candidate can articulate the relevant knowledge, skill, expertise or aptitude to deal with a situation or answer the question posed. The candidate does not necessarily have direct experience of the area on which the question is based.
- 'Evidential' the candidate has prior experience in a given area. This experience can be detailed at interview or in the candidates application form.

SAMPLE INTERVIEW QUESTIONS

Primary School Teacher

These questions are based on the sample job description and person specification for the position of mainstream teacher. All documents are available to download at www.stsenansed.ie

A minimum of forty minutes be allowed when interviewing for the position of Teacher. It is recommended that 5 criterion are selected and that 2 to 3 questions from each criterion be asked. All candidates must be asked the same questions.

Prior to commencing the assessment of the candidate the chairperson of the selection board should;

- welcome the candidate,
- introduce the members of the selection board,
- relax the candidate,
- provide brief information about the school and the post,
- explain the structure of the interview.

Opening Questions: Background and Introduction

1. Briefly tell us about yourself and your teaching experience to-date.
2. Why did you decide to become a teacher?
3. What experiences have you had, both in your teacher education program and in other jobs or volunteer work that have helped to prepare you to become a teacher?
4. Why do you want to teach in this school?
5. In order of importance what do you consider the 5 most important character traits of a Teacher are? Why are these characteristics important?
6. What characteristics do you have that will help you to work with colleagues or pupils who are different from you?
7. Why do you feel you are the best candidate for the job?
8. What qualities/characteristics make a good school?

Questions on Knowledge and Experience:

1. In which curriculum area do you feel particularly strong?
2. What areas of special education are you most interested in and why?
3. What is the key to being a great LS/RT or RT?



4. If you were requested to attend in-service in one area of the curriculum, which area would you choose?
5. What are the subjects you are most comfortable with?
6. Describe any school experience you have had, particularly in student teaching (or in another teaching position) that has prepared you for a full-time position at our school.
7. What is your educational philosophy and how do you incorporate it into your daily instruction?
8. What four key components do you believe you must include in a lesson plan?
9. What information do you need in order to begin devising a lesson plan for a class?
10. Describe a lesson you have taught that was particularly successful? What did you do as a result of evaluating the lesson?
11. Describe a lesson you have taught that was unsuccessful? How did you evaluate the success of the lesson?
12. Describe your teaching style and how you accommodate the different learning styles of the pupils in your class.
13. Tell us about your instructional style? How do you teach? What would we see if we were present in your classroom?
14. If given a choice what age group/class would you opt to teach and why?
15. What is the purpose of homework?
16. Describe a typical homework assignment?
17. How would you individualise the learning process in your classroom?
18. How would you measure pupil learning?
19. Discuss ways you assess student learning.
20. At the end of the school year, how would you determine if you were successful or not, and to what extent?
21. How would you promote acceptance, tolerance and diversity in your classroom?
22. How would you inspire creativity in the classroom?
23. How would you use technology to enhance student learning?
24. How would rank the following in importance and why? Planning, discipline, methods, evaluation.
25. Do you make learning fun? How?
26. How do you encourage pupils to learn? Can a pupil be forced to learn?
27. How do you know that your pupils are learning?
28. Describe the main points of an Individual Education Plan (IEP).
29. Describe a high-interest project that you might assign to your pupils.

Questions on Classroom Management Skills:

1. How would you go about setting standards at the beginning of the school year?
2. How do you get pupils to do what you want them to do? Describe your system of classroom management.
3. Do you believe building a rapport with pupils is important? If yes, why? If not, why not?
4. Describe the first five minutes of your class.



5. How would you deal with a pupil that is repeatedly disruptive in the classroom?
6. A pupil continually fails to complete their homework. How do you respond to this?
7. How would you correct student misbehavior?
8. How would you deal with a noisy classroom?
9. How do you organise your classroom?
10. If the principal paid a visit to your classroom, what would be the most impressive aspects s/he would observe?
11. What could we expect to see in your classroom's physical environment?
12. What is your opinion on individual Vs total class punishment?
13. Compare negative and positive reinforcement and describe the effects of each.
14. What steps would you take to get a pupil that is constantly late to be more punctual?
15. How would you reward good/improved behaviour?

Questions on Working with Pupils, Parents and Colleagues:

1. How would you help pupils experience success?
2. What three things do you most want to know about your pupils?
3. If a student comes into school with a bruise on their face that you did not notice the day before and that student approaches you and says, "I need to tell you something but you have to promise not to tell anyone," what would you do?
4. What is the ideal relationship between a teacher and a pupil?
5. If a student came up to you and said, "None of the other pupils like me," how would you respond?
6. You witness a pupil bullying another pupil in the hallway. What would you do?
7. Aside from the instructional delivery of the curriculum in the classroom, how do you see yourself having a positive influence on the lives of your pupils?
8. What has been your experience with parental involvement in schools?
9. Describe some ways in which you can inform parents/guardians of what is going on in your classroom.
10. How would you inform parents/guardians as to the progress of their child?
11. How would you engage parents/guardians? How would you get them actively involved in their child's education?
12. How would you work with a parent who is angry with you?
13. In your opinion, how effective are parent conferences/meetings in solving problems with pupils?
14. What would you say to a parent/guardian who complained about his/her child not having enough homework?
15. How do you effectively communicate with parents? Describe how you would use this/these techniques?
16. Describe the reasons why you would contact parents?
17. What action would you take if a pupil brought in some project work that was obviously completed by a parent/guardian?



18. How would you collaborate with other teachers/staff at the school?
19. How would you deal with an uncooperative colleague?
20. Why do special education teachers need to work well with others?
21. How would you describe yourself as a team member, please give an example of teamwork you were involved in?
22. What needs/expectations do you have of the school management?
23. What three words would colleagues use to describe you?
24. Describe a pupil with a challenging learning disability and how you supported him/her.
25. What issues might arise that would require you to contact the parents/guardians of an SEN pupil?
26. How would you handle the case of a child who is socially isolated?

Questions on Personal Aptitudes, Attitudes and Professionalism

1. What talents would you bring to this position?
2. How important do you believe extra-curricular activities are? Are there any activities that are of particular interest to you?
3. What did you learn this year that will make you a better teacher next year?
4. What is the most significant professional development you have received and why?
5. How would you evaluate your own teaching?
6. What is the last article or book you read, or conference or training you attended that benefited you professionally?
7. What aspect of teaching do you most look forward to?
8. What aspect of teaching do you look forward to least?
9. Explain the term 'professionalism' and what it means to you.
10. What motivates you?
11. What are the most important rewards you expect in your career?
12. What two or three accomplishments have given you the most satisfaction? Why?

Questions on Ethos:

1. How would you describe the ethos of a Catholic school?
2. How could you personally promote the Catholic ethos?
3. How would you contribute to the spiritual growth of the school and its Catholic identity?
4. What role should the local Church play in the life of the school?
5. How would you provide for the Pastoral Care of your pupils?
6. How would children of other faiths be accommodated and included in your class?



On completion of the assessment of the candidate the selection board must give the candidate the initiative and opportunity to add anything they think relevant.

1. Is there any question that you would like to ask of the selection board?
2. Is there any other information that you would like to add in support of your application?
3. Is there anything you were expecting to be asked that has not been asked?

The chairperson should then close the interview by indicating when the candidate will be informed of the board's decision and by thanking them for attending.

Teacher – Short Listing Criteria

1.) Minimum Requirements <i>(Applicants that fail to meet the minimum requirements may not be selected for interview)</i>	Marks
(1 Mark) <ul style="list-style-type: none"> • N.T., or • B.Ed., or • Grad. Dip. Education, or • Equivalent approved qualification in primary teaching 	
2.) Essential Skills/Knowledge/Aptitude/Experience	
(1 Mark) <ul style="list-style-type: none"> • Diploma in Religious Education 	
(1 Mark) <ul style="list-style-type: none"> • Full Recognition 	
3.) Desirable Skills/Knowledge/Aptitude/Experience	
(1 Mark) <ul style="list-style-type: none"> • Successfully Probated 	
(Marks awarded must be proportionate to length of service) <ul style="list-style-type: none"> • Experience in a similar school setting <i>(e.g. multi-grade, Urban, Gaelscoil, Special School, Urban DEIS, Rural DEIS, etc.)</i> 	
4.) Advantageous Skills/Knowledge/Aptitude/Experience	
(1 Mark) <ul style="list-style-type: none"> • Experience of teaching classes across the age and ability range. 	
<ul style="list-style-type: none"> • Evidence of continuing and relevant professional development. 	
<ul style="list-style-type: none"> • Other relevant Post-Grad Qualification (1 point for each relevant qualification to Certificate level, 2 points for each relevant qualification to Diploma level) 	
<ul style="list-style-type: none"> • Masters in Education, MBA, other relevant Masters, Doctorate (1 point for a Masters qualification, 2 points for a Doctorate) 	

Chairperson Name,
School Name,
Address,
Address.

Candidate Name,
Address,
Address.

DD/MM/YR

Dear Candidate Name,

I write to thank you for your application for the post of teacher at School Name. The selection board has completed the short listing of applications and I regret that on this occasion you have not been successful.

I would like to take this opportunity to wish you well in your future career.

Yours sincerely,

Chairperson Name
Chairperson
Board of Management

Chairperson Name,
School Name,
Address,
Address.

Candidate Name,
Address,
Address.

DD/MM/YR

Dear Candidate Name,

I write to thank you for your application for the post of teacher at (name of school). The selection board has completed the short listing of applications and I am pleased to inform you that you have been selected for interview.

Your interview is scheduled for *Time* on *Day*, the *Date* of *Month* at *Venue*.

The Criteria which will guide the interview is as follows:

- Criteria 1
- Criteria 2
- Criteria 3
- Criteria 4
- Criteria 5

I enclose a copy of the Schedule for Catholic Schools for your information.

Please confirm by return of post your intention to accept or decline this invitation to interview. Should you have any queries prior to interview please contact Name on tel.

I look forward to meeting with you.

Yours sincerely,

Chairperson,
Board of Management

Roman Catholic School SCHEDULE

*A Roman Catholic school
(which is established in connection with the Minister) aims at
promoting the full and harmonious development of all aspects of
the person of the pupil: intellectual, physical, cultural, moral and
spiritual, including a living relationship with God and with
other people. The school models and promotes a philosophy of life
inspired by belief in God and in the life, death and resurrection
of Jesus Christ. The Catholic school provides religious
education for the pupils in accordance with the doctrines,
practices and tradition of the Roman Catholic Church and
promotes the formation of the pupils in the Catholic Faith.*

Reference Checking Template

Candidate Name:		Position Applied For:	
Reference Check Conducted By:		Date:	
Referee Name		School/Organisation:	
School/Organisation Address			
Telephone:		Email:	

Can you please confirm the dates from which the candidate was employed by your school/organisation
Please describe your reporting relationship with the candidate? If none, in what capacity did you observe the candidate's work?
Why did the candidate leave?
Please describe the key responsibilities of the candidate in his/her most recent position with the school/organisation.
How many reporting staff did the candidate manage (if applicable)?
Did the candidate hold a post of responsibility, or did the candidate perform any function outside of his/her normal duties on a voluntary basis?

What would you describe as the candidate's most important contribution to the school/organisation?

Please describe the candidate's relationships with his/her co-workers.

What are the candidate's most significant strengths?

What are the candidate's most significant weaknesses?

What is your overall assessment of the candidate?

We have selected this candidate for the position of _____. Would you recommend him/her for this position?

Would you rehire this individual?

Are there any additional comments you would like to make?