

The Marking Scheme

The Authority's Marking Scheme is contained in a separate document from the Teaching Appointments Scheme; and may, from time to time, be reviewed and updated. The Marking Scheme is based on the allocation of weightings to each criterion to reflect its relative importance to the role. The selection panel will agree a separate weighting for each criterion; namely Qualifications, Experience, Knowledge, Skills and Personal Qualities. The marking scheme document includes suggested weightings for each criterion, and specific guidance on marking the Qualifications criterion.

Each criterion may include a number of essential requirements and perhaps one or more desirable requirements. For example, the standard person specification for a Primary school principal includes six knowledge requirements, though panel members will allocate only one weighting to the Knowledge criterion.

The Marking scheme includes a simple marking-grid.

Marking Grid



Weighting	Poor			Average		Good		Excellent		
10	1	2	3	4	5	6	7	8	9	10
15	2	3	5	6	8	9	11	12	14	15
20	2	4	6	8	10	12	14	16	18	20
25	3	5	8	10	13	15	18	20	23	25
30	3	6	9	12	15	18	21	24	27	30



Select only those marks that appear on the grid

The weightings outlined in the first column relate to the weightings agreed, by the selection panel, for each criterion. In the example given, of a Primary-school principal, the weighting for Knowledge is 20. Therefore the maximum mark that any panel member can award any candidate for Knowledge is 20. One row on the grid shown has been shaded in green to highlight the relevant marks that a panel member must select from where the agreed weighting is 20. Panel members must select a score from the grid that best reflects their individual assessment of the candidate against the Knowledge criterion.

Continuing the example of a Primary school principal, each panel member must consider all the relevant information provided by the candidate. Where the panel member's overall assessment of that candidate's Knowledge is 'good', the mark awarded must be either 12 or 14. Members must only select those marks that appear on the relevant line of the grid. No in-between marks or fractions of marks can be given.

The interview questions and any other assessments in the process must be designed to gather sufficient information for each criterion. Where a criterion has been highly weighted, it is especially important that the selection process is designed to fully explore how each candidate meets that criterion.

The Interview Assessment Form is used to record each candidate's responses to the questions asked.

Interview Assessment Form

Criterion /Criteria	Question Number	Candidate's Response
<p>This question is expected to gather information relevant to the following criteria:</p> <ul style="list-style-type: none"> • Experience • Skills <p>List any other criteria against which the response provided information.</p> <p><u>Knowledge</u></p>	<p>Question 1.</p> <p>Please provide the panel with an example of when you have managed the introduction of a whole-school initiative that has resulted in improved educational outcomes?</p>	<p>Example provided relates to implementation of new whole-school reading scheme.</p> <p>Demonstrated strategic approach to implementation.</p> <p>Provided good opportunities for staff to develop – example given – mentoring programme (explored through supplementary Qs)</p> <p>Good examples of engaging with pupils and parent body.</p> <p>Showed good understanding of issues affecting reading for boys, and gave relevant examples of research that had informed his chosen implementation approach.</p>



Every core question asked at interview will be designed to gather information relating to one or more criteria. The form includes space to record which criteria the question relates to. Each question may be designed to draw-out information relating to one or more criteria. Keeping a record of which questions relate to which criteria is especially useful for the panel member when the time comes to determine a mark for each criterion.

In the example shown, Question 1 has been designed to gather information relating to Experience and Skills. The panel member will make a note of the candidate's response in the space provided, and will take account of the relevant information in the response, when deciding on a mark to award for Experience or Skills. If it becomes apparent that the response includes information that relates to another criterion, for example Knowledge, this detail should be noted along with the response. Panel members will then take account of the response to question 1, when deciding what mark to award for Knowledge.

There may be two or more questions asked that draw-out information for a particular criterion. For example, if Personal Qualities is given a high weighting, there may be several questions asked to cover this criterion. However, there must only be one mark awarded, by each panel member, for this criterion. It is always the relevant criterion that is being assessed and marked, not the questions.

When the interviews and any other assessments are finished, panel members will provisionally mark each criterion for each candidate. Each panel member must take time to consider their individual mark for each criterion for each candidate. When determining each mark to be awarded, the panel member must consider all relevant information that the candidate has provided. This will include information provided on the application form, any relevant information included in the responses to questions, and any relevant information gathered through any other assessment methods used.

For example, where candidates have been asked to deliver a presentation, the candidates will demonstrate a range of Personal Qualities and communications Skills, and the content of the presentation is likely to provide evidence of their Knowledge and Experience. This must all be taken into account before the marks are awarded for each of the relevant criteria.

Remember: It is the criteria that the panel members must assess and mark, not the separate assessment methods.

The chair will invite the Assessor, where appointed, to provide a report on each candidate before giving each panel member the opportunity to provide a brief assessment. The panel will discuss each criterion for each candidate; following which, members will finalise their individual marks. Panel members must not disclose any marks to any other panel members, including to the secretary.

Each panel member will place the candidates in rank order, according to the total marks that they have individually awarded each candidate. Each member must provide only their ranking, not their marks, to the panel secretary. The secretary will collate all members' ranks and will inform panel members of the outcome in accordance with the marking scheme.

If panel members are unable to reach agreement on the selection of a candidate, they should discuss the matter further. Where appropriate, the panel may agree to invite two or more of the candidates to participate in a further assessment.