

Human Resources

Principal Selection



PRINCIPAL SELECTION

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OVERVIEW

Research on effective schools identifies a set of factors that have a significant impact on student achievement and the school's capacity to engage in continuous improvement. The Effective Schools Model the Department has adopted (adapted from Sammons, Hillman & Mortimore 1995) defines eight characteristics that have an evidence-based correlation with improved student outcomes. These characteristics are being systematically explored through a range of Department initiatives to develop a greater understanding of how schools can improve and to generate a common and shared language. Leadership, as the research confirms, is the key.



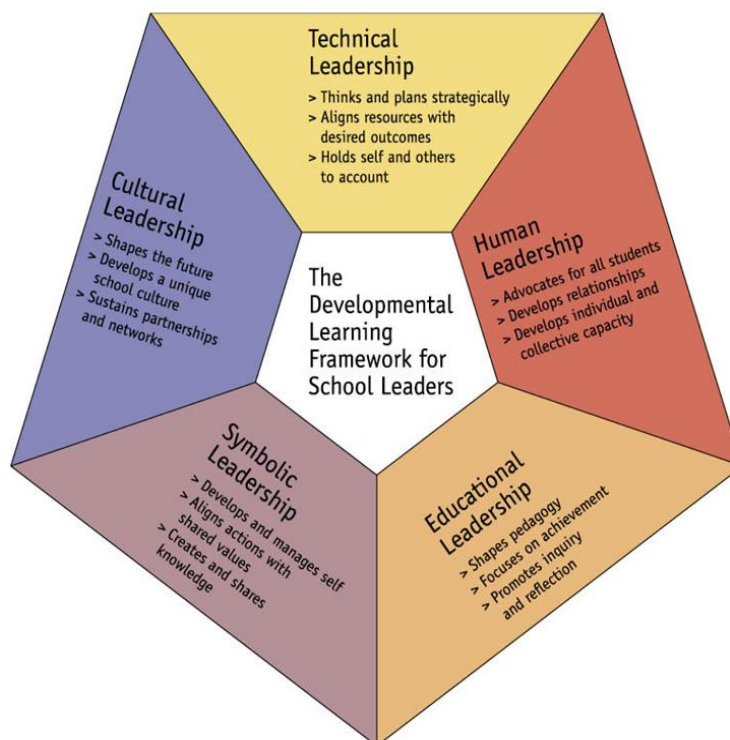
Principals exercise a significant influence on the effectiveness of their school and the achievement of their students. Of all the factors that impact on student learning, research suggests that leadership is second only to the influence of classroom instruction. Effective leaders understand the core purpose of schools and have the capacity to develop and shape a compelling vision that sets the direction for their organisation and guides their practice. Effective leaders develop people. They support and monitor the learning and growth of effective teachers that fosters powerful teaching and learning for all students. Effective leaders design organisational structures and processes that align with the school's vision and values and encourage teachers to reflect on and improve their practice.

In short, effective leaders create the conditions that nurture the growth and development of effective schools that have the capacity for continuous improvement. In privileging leadership, the Department has used Thomas Sergiovanni's model of Transformational Leadership. It provides a means through which our leaders can explore and understand more fully the nature of leadership and the implications this has for their work – the knowledge base, skills and behaviours required to lead schools effectively. This knowledge base is not static, but increases in sophistication as leaders develop greater expertise and a schema through which they organise and make sense of their experiences and learning.

The importance of developing a shared understanding of the nature and purpose of leadership, and a common language to generate and frame conversations, was the catalyst for the Department adopting Sergiovanni's model, using it to construct a *Developmental Learning Framework for School Leaders* and embedding it within all leadership and professional learning policies and initiatives.

What school leaders know, understand and are able to do has a significant impact on school effectiveness and student outcomes. In order to attain a deeper understanding of what makes an effective leader, the Department has constructed a Developmental Learning Framework for School Leaders that defines what effective leadership embodies in practice at different levels of proficiency. The Framework explicitly articulates the capabilities required of leaders in Victorian government schools using Sergiovanni's Model of Transformational Leadership as the conceptual framework as illustrated below:

Developmental Learning Framework for School Leaders



In concert with the *Effective Schools Model*, this has focused the attention of schools and leadership teams on the powerful influence of leadership on all the factors that have a strong

correlation with improved student achievement. The leadership domains have been used as the organising framework for Principal Class Performance and Development and professional learning programs for current and aspirant school leaders. It is important and appropriate that principal selection criteria should use the same leadership framework.

Rigorous, transparent and well defined selection processes are crucial for building and sustaining successful schools. Selecting the right candidates to leadership positions has a significant impact on effective school performance. Selection to a principal position shall be determined solely on the basis of merit assessed against the selection criteria for the position.

An effective principal selection process ensures that potential applicants are encouraged to apply for vacant positions. It increases the likelihood that the most appropriate candidates are appointed to these senior leadership positions.

These guidelines bring together the key aspects of recruitment and other Human Resources policies to assist school councils and principal selection panels in the selection of a principal of a Victorian government school. Selection panels will be supported by a comprehensive training program that includes:

- roles and accountabilities of principals;
- selection process;
- principles of merit-based selection;
- anti-discrimination legislation;
- developing behavioural questions for interview purposes; and
- identification and use of appropriate additional selection tools.

MANAGING PRINCIPAL VACANCIES

The Principal Class structure reflects the Department's commitment to excellence in educational leadership and management as a key factor in school improvement. The key leadership responsibilities include:

- the provision of quality educational programs and improved student outcomes;
- a focus on developing self and others, and on building collective leadership capacity;
- the development of effective partnerships with the broader community, other schools, key stakeholders and the Department's central and regional offices;
- the maintenance of efficient and equitable resources that support the school's strategic intent; and
- compliance with legislative and regulatory requirements, and Departmental policy and procedures.

Classification

Unless otherwise approved, to be classified as a principal position the following three criteria must be met:

- responsibility for the delivery of a comprehensive curriculum;
- responsibility to a community through governance of a school council; and
- responsibility for the management of financial and human resources.

Principal positions are classified within one classification level with six remuneration ranges. The remuneration range for each principal position is determined by the Department, based on the school's Student Resource Package.

Principals have a clear set of accountabilities that distinguishes their work from other employees of the Teaching Service and the education community. These accountabilities are set out in detail in the contract of employment.

Legislative framework

Selection to an advertised principal position is determined solely on the basis of merit assessed in relation to the selection criteria for the position. Principal selection is managed under section 2.4.6 of the *Education and Training Reform Act 2006* which states:

- (1) *In the case of a vacancy in the position of principal in a school, the Secretary must, in accordance with any Ministerial Order, take into account the recommendation of the school council of the school or, where there is no school council, the recommendation of a committee approved by the Minister as representing the local community, when deciding whom to appoint to fill the vacancy.*
- (2) *In making a recommendation for the purposes of sub-section (1), the school council or committee (as the case may be) must proceed in the manner determined by Ministerial Order.*

[Ministerial Order No.2](#) provides the selection framework for filling principal vacancies and specifies grounds for review in addition to the grounds set out in section 2.4.54(2) of the *Education and Training Reform Act 2006*. The Order contains the following three schedules:

- *Schedule 1 of [Ministerial Order No.2](#) specifies the composition of the selection panel and selection criteria for an advertised principal vacancy in a school with a school council.*
- *Schedule 2 of [Ministerial Order No.2](#) specifies the composition of the selection panel and selection criteria for an advertised principal vacancy in a new school or an established school where there is no school council.*
- *Schedule 3 of [Ministerial Order No.2](#) sets out the procedures to be followed by a principal selection panel in making a recommendation for an advertised principal vacancy.*

Selection Criteria

Principal selection criteria need to articulate what school leaders should know, understand and be able to do. Defining what is valued in terms of effective leadership, and therefore what is to be measured, assists panel members to assess potential applicants objectively and make informed judgments on the basis of the evidence presented. The Department's [Developmental Learning Framework for School Leaders](#) provides a comprehensive framework of five critical domains of leadership that the Department believes captures the essential work of school leaders.

Five selection criteria have been developed based on these domains. In addition, a community criterion may be included. The selection criteria are as follows, with the first five criteria being mandatory.

Technical Leadership

Demonstrated capacity to effectively optimise the school's financial, physical and human resources through sound management practices and organisational systems and processes that contribute to the implementation of the school's vision and goals.

Human Leadership

Demonstrated ability to foster a safe, purposeful and inclusive learning environment, and the capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders.

Educational Leadership

Demonstrated capacity to lead, manage and monitor the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning in every classroom in the school.

Symbolic Leadership

Demonstrated capacity to model important values and behaviours to the school and community, including a commitment to creating and sustaining effective professional learning communities within the school, and across all levels of the system.

Cultural Leadership

An understanding of the characteristics of Effective Schools and a demonstrated capacity to lead the school community in promoting a vision of the future, underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realise the potential of all students.

Community Criterion

The addition of a community criterion provides an opportunity for the school council (or committee if there is no school council) to frame a criterion informed by the specific context and leadership needs of the school.

Qualifications

Employment, transfer or promotion to a principal position requires a person to be four-year trained and have provisional or full registration from the [Victorian Institute of Teaching](#).

In addition, the Secretary (or delegate) may require particular qualifications and/or training for a specific position or class of positions. To date, the Secretary (or delegate) has determined that, unless otherwise approved in any particular case, applicants for principal positions of special schools and special development schools must hold an approved special education qualification relevant to the position.

If particular qualifications are required for a position, these will be included in the advertisement for that position.

ROLE OF THE SCHOOL COUNCIL

For the majority of schools the school council is responsible for recommending to the Secretary a person to fill a vacant principal position. *Schedule 1 of [Ministerial Order No. 2](#)* sets out the role of the school council in the selection process.

Where a principal position becomes vacant or is about to become vacant, the regional director will approve the timing of the advertisement of the vacancy in consultation with the school council president. The regional director is responsible for nominating the Secretary's nominees to the selection panel (one of whom will be a practising principal with relevant experience) and advising the school council president of the names of the nominees.

Prior to the advertisement

Following the regional director's approval of the timing of the advertisement, the role of the school council is to:

- prepare a school profile statement for inclusion in the position description. The purpose of the school profile is to provide potential applicants with information about the school and the school community. Examples of information that can be provided in the profile include the size of the school, geographic location, priority programs and the school's web address, where applicants can access additional information;
- Prepare a community criterion (optional) for inclusion in the position description. The addition of a community criterion provides an opportunity for the school council (or committee if there is no school council) to frame a criterion informed by the specific context and leadership needs of the school. While the addition of a community criterion is not mandatory, it is strongly recommended. Any criterion developed must be clear, objective and relevant and must not contravene the requirements of any Ministerial Order, regulations or relevant legislation such as the *Equal Opportunity Act 2010* and the *Public Administration Act 2004*;

- provide the school profile statement and the community criterion to the regional director. The regional director will notify the Schools Recruitment Unit of the details to enable the vacancy to be advertised on Recruitment Online; and
- establish the selection panel.

Establishing the selection panel

The purpose of the selection panel is to recommend to school council the best applicant on the basis of the evidence available. The effectiveness of the decision making will ultimately rest on the panel's ability to objectively assess each applicant's skills, knowledge and capacity and to define, articulate and reach agreement about the nature of leadership required to lead their school effectively.

Major determinants of the credibility of any selection process are the attitudes, skills, and experience of members of the selection panel and their ability to bring alternative points of view to the selection process. When establishing the selection panel, consideration should be given to including members who between them can bring to the process:

- a comprehensive understanding of the school's profile and resource base;
- knowledge of the school culture and future directions;
- an understanding of the expertise, knowledge and attributes required to successfully undertake the role of principal;
- an appreciation of the contributions principals can make to the wider school system; and
- expertise in and an understanding of the selection process.

Schedule 1 of [Ministerial Order No.2](#) sets out the composition of the principal selection panel. It is the responsibility of both the school council and the Department to ensure:

- at least one member of the panel is a person trained by the Merit Protection Boards in the principles of merit and equity;
- provision is made for gender representation; and
- unless otherwise approved, no panel member is an applicant for a principal position advertised at the same time.

The school council president must inform all council members that any involvement in the selection process renders them ineligible to be an applicant for the principal's position in that school or any other principal position advertised at the same time.

The school council president should ensure that each selection panel member receives a copy of this guide, *Schedule 3 of [Ministerial Order No.2](#)* and arrange for the panel members to sign the [Selection Panel Confidentiality Statement](#). The council may issue further instructions to the selection panel but such instructions must be consistent with those contained in *Schedule 3 of [Ministerial Order No.2](#)*.

Consideration of the selection panel's report

On receipt of the selection panel's report, the school council is required to consider the recommendation of the selection panel at a school council meeting (either a regular or an extraordinary meeting), attended by members of school council and the principal selection panel. No applicant for the position, including non-shortlisted applicants, should be present at the school council meeting or that part of a school council meeting where the report is tabled and discussed.

All individuals present at the school council meeting at which the selection panel report is tabled should be requested by the school council president to sign the [School Council Confidentiality Statement](#).

Following consideration of the selection panel's report the school council may:

- accept the selection panel recommendation and refer the recommendation to the Secretary; or
- refer the selection panel recommendation back to the panel for further consideration; or
- refer the matter to the Secretary indicating that there was no suitable appointee, the selection panel was unable to reach a majority decision, or the school council disagrees with the selection panel recommendation. Where the school council does not agree with the selection panel recommendation the school council should include the grounds for this disagreement.

The completed [Principal Selection Panel Report](#) should be sent to:

The Manager
Schools Recruitment Unit
Department of Education and Training
GPO Box 4367
Melbourne 3001

Applicants should not be advised of any selection outcome until the selection panel's recommendation has been endorsed by the school council and approved by the Secretary (or delegate).

Schools without a school council

In new schools or established schools without a school council, *Schedule 2 of [Ministerial Order No.2](#)* provides that the committee representing the local community shall be the selection panel. *Schedule 2* sets out the composition of the selection panel and sets out the procedures to be followed in making a recommendation to the Secretary. In this case the selection panel will undertake the tasks described above in accordance with *Schedule 2 of [Ministerial Order No.2](#)*.

ADVERTISING VACANCIES

In general, principal vacancies will be advertised monthly throughout the school year on Recruitment Online. Regional directors have the discretion to advertise a particular principal vacancy at any time.

The Recruitment Online advertisement will include:

- the school profile statement;
- the role and accountability statement;
- the selection criteria (both mandatory and the community criterion).

Where a position is advertised in anticipation of a principal's resignation and the principal applies for that position before his or her resignation has taken effect (for example a resignation at age 54 and 11 months), the vacancy must be withdrawn and can only be re-advertised after the effective date of the principal's resignation. Where the principal is an applicant for another position, the selection process may continue for that position. If the principal is the preferred applicant for the other position, the offer of employment should be delayed until after his or her resignation has taken effect.

INFORMATION FOR APPLICANTS

One of the objectives of the principal selection process is to proactively encourage applicants with the required profile to apply for principal vacancies. This objective has implications for the manner in which schools select, construct and disseminate information packages when a principal vacancy is advertised. Documentation that is made available to potential applicants provides a strong sense of what is important in the school, its values and its desired future. While the school profile statement, the role and accountability statement and the selection criteria are included in the advertisement on Recruitment Online, they do not provide the necessary insights, for example, into the current and future directions of the school or the school's capacity to implement new initiatives.

Applicants should be provided with appropriate information that allows them to gain a detailed understanding of the school's strategic priorities, annual implementation plan and human and financial resources. It is important that potential applicants understand the opportunities offered by the position, as well as the challenges, in order to make a realistic assessment of their own capacity to meet the requirements.

A lack of sufficient information can act as a disincentive for potential applicants to pursue the advertised position. However, a comprehensive outline of the school's profile and resource base in key documents can signal an invitation to aspirants that the school is encouraging them to apply. It also ensures that successful applicants can be confident that information on the nature of the school, its profile and resource base is consistent with the information obtained during the selection process.

To enable potential applicants to form a comprehensive view of the school the following documents should be hosted electronically on the school's website at the time of the advertisement:

- School's Strategic Plan;
- School's Annual Implementation Plan;
- Annual Report to the school community;
- Minutes of the last two school council meetings.

Where a school does not have a website, arrangements should be made with the regional office to host these documents on the region's website.

In addition, shortlisted applicants may request other documents to ensure they have a more detailed understanding of the school's profile. These include:

- Student Resource Package;
- Bank reconciliation;
- Staffing profile;
- Auditor's financial report;
- Enrolment data and trends;
- School self-evaluation report;
- School Level Report.

APPLICATIONS

All applications received by the closing date are to be considered by the selection panel. Applications should be lodged electronically through Recruitment Online by the advertised closing date. Applicants who are unable to access or use Recruitment Online may submit a written application (hard copy) which must reach the school no later than the advertised closing date.

Acknowledgement of the receipt of applications will be sent automatically to applicants who apply through Recruitment Online. Where applicants provide hard-copy applications only, the selection panel chairperson is responsible for ensuring that a letter acknowledging receipt of the application is sent promptly. The application and accompanying materials become the property of the selection panel and are not returnable to candidates.

Late applications may be accepted at the discretion of the panel chairperson with the agreement of the panel. Factors that may be considered include the reasons as to why the application is late and the number of applications already received.

Where a late application is accepted, the selection panel must keep a record of the reasons for acceptance. When an application is received after the closing date and rejected, the applicant is to be advised in writing that, as the application was received after the closing date, it will not be considered.

Consideration may be given to contracting a search firm to assist in the identification of quality applicants. Search firms offer a degree of specialisation because they are able to draw from their data banks a pool of potential applicants in a relatively short period of time and undertake searches for 'hidden applicants'. This allows them to seek out potential applicants rather than waiting for them to emerge as a result of advertised positions. Confidentiality is assured through this process and is a major factor in the success of search firms in convincing candidates who already hold positions to make themselves available for other positions.

Unless otherwise approved, an applicant for a principal position is ineligible to be considered if he or she is involved in the selection process for any principal position advertised at the same time.

SELECTION

Overview

The purpose of a selection process is to choose the applicant who will perform successfully in the advertised position and do so better than all other applicants. In order to reduce the risk associated with appointing an applicant before the person has demonstrated the capacity to do the job, the selection panel can use a range of instruments or selection tools designed to predict successful performance on the job. The selection panel should be able to demonstrate the rationale for the selection tools used to identify and assess the required competencies. A number of selection tools will be available to selection panels.

All principal vacancies must be filled in accordance with the Department's selection procedures set out in this guide and comply with [Ministerial Order No.2](#). All information provided by applicants or obtained during the selection process is confidential.

Selection for advertised principal positions is determined solely on the basis of merit assessed in relation to the selection criteria of the position to be filled. The following principles should be applied in the selection process.

- The applicant's skills, knowledge and abilities, relevant to the work to be performed, are fairly assessed;
- Selection methods are relevant to the work to be performed;
- Decisions and processes provide procedural fairness;
- Decisions are documented and capable of review;
- Confidentiality is maintained;
- All applicants receive fair and equitable treatment without regard to age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

When assessing applicants, selection panel members must ensure that they do not directly or indirectly discriminate. Panel members should be aware of individual bias, assumptions and stereotyping which may impede the selection of the best applicant for the position. Panel members should be aware of the diverse pathways of experience and approaches which women, people of different cultural and racial backgrounds and people with a disability bring to the interview and to the workplace. This diversity should be viewed as an attribute and should in no way diminish the assessment of the applicant's suitability for the position.

Panel members should focus on abilities, skills, knowledge, potential and qualifications required for the position and not seniority, length of experience or familiarity with the position. This is important as to focus too much on length and continuity of experience may impact negatively on women and 'carers' who take career breaks for family reasons and on those who have not had an opportunity to 'act' in the position.

Receiving and distributing applications

Applications will be accessed by the person in the school with 'recruiter' access through Recruitment Online (normally the business manager). Where a person is occupying or acting in the principal position at the school, that person should not access the applications. The applications will be provided to the selection panel chairperson by the 'recruiter' after the closing date for the vacancy. The selection panel chairperson is responsible for distributing applications (either electronically or in hard copy) to the members of the selection panel.

Shortlisting

Shortlisting may be used to identify those applicants who, on the basis of the information available, best meet the selection criteria based on the Sergiovanni leadership domains and show evidence that their qualifications and experience are competitive with other suitable applicants.

Any experience and available evidence relevant to the selection criteria should be taken into account by the panel. Account may also be taken of an applicant's potential to acquire new skills. Specific job knowledge necessary to carry out the duties of a position can be less important where this knowledge can be acquired in a reasonable time.

Only nominated referees may be contacted at the shortlisting stage of the selection process.

A panel may decide that an applicant does not meet one or more of the selection criteria and not shortlist that person.

A record should be kept as part of the selection panel report of the qualifications and experience of applicants and the reasons, in relation to the selection criteria, for not shortlisting applicants for interview.

Interview

The selection panel should develop a set of questions based on the selection criteria and assess, at interview, each shortlisted applicant's ability to demonstrate the knowledge, skills and behaviours that best matches the competencies necessary to perform the role. The panel should develop a consistent and fair scoring mechanism to focus attention on the selection criteria and differentiate between applicants' responses.

The interview complements the written application and detailed referee checks. The interview assists the panel in the assessment of the relative merits of each shortlisted applicant. The performance of an applicant in an interview should be integrated with information provided in the application, referee reports and any other assessment tools used in the selection process.

Shortlisted applicants should be given adequate notice of interview time and location. Where an applicant is unable to attend for interview, other arrangements such as teleconferencing may be used. If such arrangements are not possible, the panel should judge the applicant on the best available information.

To ensure that all applicants are fairly considered interviews should have a similar structure, with each applicant being given the opportunity to respond to similar areas of questioning. Questions are to relate specifically to the selection criteria in the context of the role to be performed and should not be ambiguous or unnecessarily complicated. Before closing the interview, the selection panel is advised to provide an opportunity for the applicant to seek or give any relevant additional information that may not have been covered.

Referee reports

Referee reports are a critical part of the assessment of the relative merits of each shortlisted applicant. Such reports allow for a rigorous checking of claims made by applicants and the gathering of evidence on work performance.

Referees are nominated by the applicants to clarify, verify and add information to what is learned in the interview and from other parts of the selection process. The use of non-nominated referees may assist the process by confirming particular perspectives or providing more balanced information. The main purpose of using referees is to elicit information from past employers/employees about the applicant's ability to perform the essential functions of the role and to verify an applicant's claims.

Referees should be invited to comment on the applicant in relation to all of the selection criteria. The selection panel may seek referee reports either verbally (by telephone, teleconferencing), in person or in written form. The selection panel should accurately record both written and verbal referee comments. Where referee comments are provided verbally, the comments should be noted and read back to the referee to confirm the comments.

Where an applicant nominates a panel member as a referee, any referee comments made by that panel member should be documented in the same way as other referee comments.

Selection panels may wish to contact persons other than nominated referees to assist in assessing an applicant's ability, capacity and suitability for a position provided that the applicant is advised of these extended inquiries prior to a selection panel taking any action to contact a person(s) not nominated as a referee. In such instances the applicant is to be informed at or after interview of the name of any person whom the panel intends to contact and provided with an opportunity to comment. The applicant is advised that in such situations information may be disclosed to unlisted referees relating to the application.

Referee reports must remain confidential.

Optional selection tools

A range of other selection tools may also be used by the selection panel provided the use of the selection tool(s) is applied consistently to all applicants or shortlisted applicants. Examples of the selection tools that might be considered by a selection panel are listed below.

Prior knowledge

Members of the selection panel may know or have knowledge of one or more of the applicants. Rather than only disclosing this knowledge as fact in a statement to the panel, members contribute their perspective in order that the panel develops a richer understanding of a particular applicant's knowledge, skills and behaviours. Prior knowledge statements should be treated on the same basis as referee reports.

Second interview

The selection panel may decide to conduct a second interview for a range of reasons. For example, the outcome of the first interview may indicate that it is difficult to differentiate between two quality applicants. The second interview allows the panel to tailor more specific questions or focus on particular criteria.

Presentation to the selection panel

A presentation to the selection panel is a tool that provides supplementary information relating to skills that are difficult to assess in other ways. It also provides an opportunity to observe behaviour that can be used to predict future performance in similar work situations. Presentations are one example of simulated work tests. Other examples include written work, in-basket exercises, role plays and computer tests. These tests have high reliability and content validity since they are a sample of the actual work performed on the job.

Informal meeting with the selection panel

After the interview process concludes and prior to a recommendation being made, the preferred applicant is invited to meet with the panel informally at the school. This social interaction allows the panel to observe behaviours that may not necessarily be evident during a formal interview situation. As the role and responsibilities of school leaders requires a high level of personal and social interaction, this meeting assists the panel in considering the applicant's suitability for their particular context.

Use of external recruitment agency

In addition to identifying quality applicants during the application stage, contracting a search firm reduces the time spent by the selection panel in shortlisting applicants. However, it can be costly. While some search firms shortlist for the internal interview process, others provide a rank order of applicants. In either case the selection panel remains responsible for ranking the applicants and making the recommendation to the school council.

Assessing and ranking shortlisted applicants

The selection panel must assess all shortlisted applicants against the selection criteria and rank them on the basis of their written application, interview, reports provided by referees and any other selection tool used by the panel. It is important that the selection panel does not make its assessment solely on the basis of interview performance. A panel may decide that a shortlisted applicant does not meet all selection criteria and not rank that person.

In determining the priority order of recommended applicants, the selection panel should attempt to reach unanimous agreement on the ranking of applicants. If there is not unanimous agreement the selection panel should attempt to reach majority agreement on the ranking of applicants. (For this purpose a majority means at least three members of the panel).

On completion of the selection panel's assessment and ranking of applicants, the panel must prepare a [selection panel report](#) to the school council as set out in *Schedule 3 of [Ministerial Order No.2](#)*.

Where the selection panel is not able to reach either agreement or a majority recommendation, the panel should report to the school council that it was unable to recommend any applicant.

APPROVAL

Decision

On receipt of the selection report from the school council, the Secretary (or delegate) will consider the recommendation made by the school council (or the selection panel where there is no school council) and either accept or reject the school council's recommendation.

In the event the Secretary (or delegate) approves the recommended applicant, the school council president (or the selection panel chairperson where there is no school council) should contact the recommended applicant to confirm whether that person remains interested in accepting the position.

In the event that the Secretary (or delegate) does not approve the employment of a recommended applicant, the Secretary or delegate will advise the school council of his or her decision and the course of action which may include:

- approving the employment of a person who was an applicant for the position but was not recommended by the school council or the committee as the case may be;
- referring the school council's or committee's recommendation back to the school council or committee for further consideration; or
- directing that the principal position be re-advertised.

Notification to applicants

At the completion of the selection process the successful and unsuccessful applicants are to be advised of the outcome of their application.

All applicants for a principal position may seek feedback on their application and/or performance from the selection panel. It is recommended that the selection panel agrees on a process for providing feedback to unsuccessful applicants prior to commencing the selection process. This may include nominating one panel member to manage requests for feedback. Selection panels should agree on the wording of such feedback prior to reporting to the school council.

Detailed feedback on the application and or interview performance should not be provided until after the conclusion of the review process.

Individual selection report

The selection panel should ensure that an individual selection report is prepared for all shortlisted applicants. Shortlisted applicants may request a copy of their individual selection report from the chairperson of the selection panel once the selection decision has been announced.

Each report should contain the position title, the names of persons contacted for referee comment, comments relating to each of the selection criteria and the date of the preparation of the report.

Retention of selection documentation

All selection documentation, including copies of applications, interview notes, referee comments and selection reports, must be retained by the school for two years after confirmation of the selection decision. This material remains the confidential property of the school and may be destroyed two years after the confirmation date.

REVIEW/GRIEVANCE

Provisional appointments to advertised principal vacancies are subject to review by the [Merit Protection Boards](#) where an ongoing employee in the Teaching Service is transferred or promoted to the vacancy. Unsuccessful applicants who are ongoing employees may seek a review of a selection decision. A review cannot be sought in respect of the selection of a person who was not an ongoing employee at the time of selection. The grounds for review are set out in section 2.4.54(2) of the *Education and Training Reform Act 2006* and [Ministerial Order No.2](#).

The Schools Recruitment Unit in the Department is responsible for the notification of provisional appointments in respect of principal positions.

The details of a provisional transfer or promotion, including the closing date for lodging a review, will be available from the day after applicants have been notified through the Recruitment Online system of the selection outcome. The details will be accessible through the [provisional transfer or promotion](#) site for fourteen (14) calendar days for all applicants to view and determine their eligibility to seek a review.

A transfer or promotion is confirmed when the Merit Protection Boards advises either that no review has been lodged or that any review has been resolved.

EMPLOYMENT

Offer of employment

Successful applicants for principal positions will be offered a contract of employment, prepared by the People Division.

Prior to making an offer of employment the Secretary (or delegate), must be satisfied that the person:

- is a fit and proper person;
- has gained registration with the Victorian Institute of Teaching;
- meets the qualification requirements;
- meets the medical requirements;
- has not been the recipient of a Voluntary Departure Package in the past three years;
- has no employment or re-employment restrictions placed on them; and

- is an Australian citizen or a permanent resident in Australia under any law of the Commonwealth or entitled to permanent residency in Australia under any law of the Commonwealth; or will be resident in Victoria for sufficient periods to enable the person to undertake the duties of the ongoing position.

Successful applicants who are not employed by the Department will need to provide the following information prior to an offer of employment being made:

- the original or certified copy of qualifications;
- original or certified copy of birth certificate, extract of birth entry, passport, certificate of naturalisation or certificate of citizenship;
- evidence of current registration from the Victorian Institute of Teaching;
- a medical assessment;
- evidence of permanent residence status or citizenship or work permit; and
- proof of identity and name change, such as marriage certificate or deed poll, where an applicant's name has changed since birth.

Documents can only be certified by a person authorised to witness a statutory declaration and must be sighted prior to confirming employment.

If the applicant is not an Australian or New Zealand citizen, a copy of the relevant pages from the applicant's passport showing the stamp which confirms the right to permanent residence is required. The applicant's name must appear on the copy. If the applicant is a British subject who migrated to Australia prior to 1974, evidence of residence in Australia prior to 1974 is required. New Zealand citizens are regarded as Australian citizens for employment purposes, but evidence of New Zealand citizenship is required.

In relation to any prospective employee, a suitability check will be undertaken to confirm that the person does not have a current employment restriction. Interstate applicants will be checked using the National Check of Employment Status procedures. Where a prospective employee is in receipt of ill-health benefits, the service provider will be notified of the offer of employment.

Employment, promotion and transfer are subject to the recommended applicant receiving a satisfactory [criminal records check](#).

FURTHER ASSISTANCE

Advice or assistance on any matters related to principal selection is available from the Schools Recruitment Unit on 1800 641 943.