



European Schools

Office of the Secretary-General of the European Schools

General Secretariat

Ref.: 2003-D-7610-en-7

Orig.: EN

Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors of the European Schools

Regulations applicable to staff who took up their posts before September 2009

I. PROFILE OF DIRECTORS AND DEPUTY DIRECTORS

The particulars and qualities described below are mandatory. The emphasis given to particular aspects of the profile may vary in response to the specific characteristics of individual schools.

1. The candidate must have broad educational experience in teaching areas corresponding to levels of study in the European Schools.
2. The candidate should demonstrate management competence in pedagogic, administrative and financial fields, for example:
 - in leading a school as a whole organisation
 - in establishing good human relations,
 - resolving conflicts and
 - synthesising ideas.

This requirement is not intended to exclude those without previous experience of headship.

3. The candidate should have a good command of at least one of the three vehicular languages (German, English, French) and a working knowledge of at least one other vehicular language. The candidate should also demonstrate willingness to learn other languages and particularly the language of the country in which the School is situated.
4. The candidate should demonstrate knowledge and understanding of the system of the European Schools.
5. The candidate should be sufficiently young to be able to complete a full mandate in the School where the post is vacant.

II. APPLICATION PROCEDURE

The candidate's file will contain the following information, accompanied by photocopies of relevant documents:

- * age
- * educational background and qualifications
- * professional experience
- * knowledge of languages
- * special abilities, skills and achievements
- * names and referees.
- * a declaration made by the member state in question that the candidate has not committed any relevant penal offence

Candidates will send their applications to their national delegations which will deal with them as described in V. 2) below.

III. DISTRIBUTION OF EXECUTIVE POSTS AMONG MEMBER STATES

1. There should be a balanced distribution of executive posts (Directors and Deputies) between Member States.

To help it to compare the degree to which Member States have already been awarded executive posts the Board of Governors will use a weighting of points given to the different post as follows

A post of Director is worth two points, a post of Deputy Director for the Secondary cycle one point and a post of Deputy for the Primary cycle one point.

2. When a post of Director or Deputy Director is vacant in a European School, the Board of Governors (having first of all observed the stipulations in V 1 below) determines, during the school year before the date on which the post will become vacant, the list of Member States whose candidates may compete for the post.
3. For the time being and on a transitional basis, it was decided that when more than one post is to be filled at the same time, no Member State may propose candidates for a greater number of posts than that which their candidates may occupy in accordance with these rules.

The regulation imposing a maximum of three such posts for each Member State remains in force until September 2006.

a) Each Member State may have a maximum of two executive posts from September 2006, without prejudice to the contractual commitment to those already in post.

However, if a Member State does not hold a Director's post it may propose a serving Deputy Director or serving Deputy Directors for a vacant post of Director provided such a candidate or candidates fulfil(s) the conditions specified in the Profile. No two posts in the same School may be held by persons seconded by the same Member State. (1)

(1) If it proves necessary to reduce the number of candidate countries, the period during which a Member State has not held such a post should be taken into account.

b) When a Director or Deputy Director leaves a school the only nationality which should be excluded from holding the subsequent appointment is that of the Director or Deputy Director leaving the post. However, where the Director or Deputy Director from a given country leaves before completing the first five year period, the Board of Governors will not necessarily exclude that country from providing candidates in the competition to choose his/her successor.

c) No Member State may hold two Directors' posts simultaneously.

d) A Director may not normally come from the Member State in which the School is situated. An exception may be made in the case of the setting up of a new school.

IV. LENGTH OF TERMS OF OFFICE

1. The term of office of Directors and Deputies will as a rule be 9 years, normally spent in one School.
2. The mandate will be subdivided into two periods:
 - a period of five years, before the end of which an evaluation will be made (see VI below)
 - a supplementary period of up to four years, if the Board of Governors, basing its decision on the evaluation evidence available, approves such an extension.
3. In the case of a transfer the length of term in the second School is five years.
4. The length of term can be extended by one year in the interests of the service.

V. SELECTION OF DIRECTORS AND DEPUTY DIRECTORS

- 1) Application for transfer of current post-holders in the interests of the Service

When a post of Director or Deputy Director is vacant in a School, the Secretary-General of the European Schools will notify serving Directors or, as the case may be, Deputy Directors who will have completed at least 5 but no more than 6 years when the post falls vacant.

Directors will be able to apply for a further term as Director of a second School and Deputies for a further term as Deputy of the appropriate cycle.

The appropriate Board of Inspectors will advise if an application for transfer is justified in the interests of the service and the Board of Governors will make its decision.

When determining its advice the appropriate Board of Inspectors shall consider the Aspects of Evaluation mentioned in Section II of the document 'Evaluation of Performance of Directors and Deputy Directors'.

2) Appointment of new Directors/Deputy Directors

If there are no applications for transfer or if applications are not judged to be in the interests of the service then the procedures described in III 2 & 3 will come into operation.

The delegations concerned will nominate candidates for the vacant post, classified in alphabetical order, and send these applications to the Secretary-General of the European Schools. A field of at least four but not more than eight candidates should be sought. A delegation nominating a serving Deputy or serving Deputies for a Director's post as in III 3 a) above may only nominate the serving Deputy or serving Deputies in question.

If only one nationality is involved, then four or five candidates will be presented. If two nationalities are involved, each may present two or three candidates; if three or four nationalities are concerned, each may present two candidates.

The selection of candidates by the Member States should be made, after public advertisement, on the basis of criteria identical to those in force for appointment to a post of responsibility in the public service in the Member States and in accordance with Article 21 of the Convention defining the Statute of the Schools.

Candidates for posts must be qualified in their own country to be Directors or Deputies of comparable institutions.

Applications from teachers who work or have worked in a European School will be considered on the same basis as those from other teachers. The Secretary-General of the European Schools should ensure that details of vacant posts are published in the European Schools.

3) A Selection Committee will be set up, chaired by the Secretary-General of the European Schools. The composition of this committee will vary, depending on the post concerned. The Deputy Secretary-General may participate in the Committee but without a vote.

a) Inspectors' representation

- for a Director's post, in addition to the Secretary-General of the European Schools, the Committee will consist of four inspectors, two from the Secondary Board of Inspectors and two from the Primary Board of Inspectors

- for a Deputy Director's post, in addition to the Secretary-General of the European Schools, the Committee will consist of:

-> two Primary inspectors for a Primary Deputy's post.

-> two Secondary inspectors for a Secondary Deputy's post.

- An Inspector of each of the countries presenting candidates may be present as an observer during the interviews of all the various countries' candidates, but without a vote. The observers may not be present during the deliberations.

b) Director's Representation

- for a Director's post, two Directors will be nominated for the Selection Committee. The Director of the School where the post is vacant cannot be a member of the committee.

- for a Deputy Director's post, only one Director will be a member of the Committee. This Director must be from the School where the post is vacant.

- 4) The Report of the Selection Committee should give a résumé of the Committee's overall judgement regarding each candidate making reference to the qualities itemised in Part I of this Document 'Profile of Directors and Deputy Directors'. It is preferable that the Committee should determine its rank ordering of candidates unanimously. If necessary it may determine that rank ordering by a two thirds majority.
- 5) The Board of Governors will decide on the appointment, having considered the recommendations of the Selection Committee and the Board of Inspectors.

VI. EVALUATION OF DIRECTORS AND DEPUTY DIRECTORS

1. Evaluation should aim to establish an objective view of the quality of work, with the aims of providing advice and support, recognising achievement and securing improvement where necessary. It should also enable the Board of Governors to make decisions about extending the mandates of Directors and Deputies or approving a transfer to another School.

2. Directors and Deputy Directors will be formally assessed in sufficient time for the Board of Governors to make a decision about extending their mandate beyond the fifth year of their term. For those in post before September 1999, formal evaluation will take place every five years, beginning on the first multiple of five years from appointment.

3. For Directors, the evaluation will be made by the Secretary-General, by an inspector of the same nationality as the Director and another inspector of a different nationality and from the other cycle.

For Deputy Directors (Secondary), the evaluation will be made by the Inspector (Secondary) of the same nationality as the Deputy Director, the Director and by another Secondary inspector.

For Deputy Directors (Primary), the evaluation will be made by the Inspector (Primary) of the same nationality as the Deputy Director, the Director and by another Primary inspector.

4. It is the responsibility of the Secretary-General of the European Schools to ensure that formal evaluations are carried out in good time. The signature of the Secretary-General on an evaluation report is legally binding with respect to the person evaluated and to third parties.

5. Directors and Deputy Directors will be assessed on the performance of their duties as set out in Chapter 1 of the General Rules of the European Schools. The following elements will receive particular attention:

- Leadership,
- Initiatives developing a European spirit,
- Planning, Implementation and Evaluation ,
- Administration and Organisation,
- Communications and Human Relations.

More detailed criteria are recommended in the attached form to be used for all evaluations of Directors and Deputies.

6. Before evaluation, the evaluating team will meet the Director/Deputy Director in order to agree the areas for evaluation and the strategies to be employed.

7. At the end of evaluation a brief confidential report will be written referring to performance in the five areas listed above. This report will be sent to the individual assessed, the members of the team, the national authority and the Secretary-General.

8. The person evaluated will have ten days in which to formulate comments in writing concerning the report. In the case of continued disagreement, the appeals procedures of Articles 78-80 of the Regulations for Members of the Seconded Staff may be invoked.

9. In the case of an evaluation concerned with the prolongation of a mandate in the same school, the evaluation report will be sent to the appropriate Inspector's Board for its information

10. In the case of an evaluation concerned with authorising a transfer, the evaluation report will be sent to the appropriate Inspectors' Board to enable it to make a recommendation to the Board of Governors.

VII. CONCLUDING REMARKS

The acquired rights of those already in post before the adoption of these implementing Regulations will be respected. Selection procedures commenced before the adoption of these rules will not be affected by any changes proposed in this document.

ANNEX TO THE IMPLEMENTING REGULATIONS FOR THE APPOINTMENT AND EVALUATION OF DIRECTORS/DEPUTY DIRECTORS IN THE EUROPEAN SCHOOLS

The evaluation of Directors and Deputy Directors will focus on abilities in the following areas:

How successfully does the person evaluated:

- confirm pupils' cultural identity,
- cultivate a European awareness,
- provide a broad education of high quality from nursery to university entrance level,
- develop high standards across the curriculum with particular emphasis on modern languages and on European and global perspectives, particularly in the humanities,
- foster pupils' personal social and academic development and to prepare them for the next stage of education
- cultivate tolerance, cooperation, communication and concern for others throughout the school community and beyond.

The following aspects will be taken into account:

Concerning Leadership and Development of a European spirit

To what extent does the Director/Deputy Director promote the aims and objectives of the European Schools?

Concerning planning, implementation and evaluation

How effective is the Director's/Deputy Director's planning, implementation of plans and evaluation of success in relation to:

- the curriculum
- standards of achievement
- quality of teaching
- creation of a school community
- management of resources

Concerning Administration and Organisation

How effective are the administration and organisation in respect of pupils, staff, resources and accommodation?

Concerning Communication and Human Relations

To what extent are good working relations and effective communication established between all elements of the school community including parents, and with the outside world?

The evaluation group may examine:

- documentation, including the *rapport de rentrée* (beginning-of-year report), school plans, policy statements, minutes of meetings, letters to parents, school records, auditors' reports, financial controllers' reports
- discussion with the Director/Deputy Director
- attendance at meetings,
- accompanying the Director/Deputy Director during classroom visits and debriefing with Teachers
- observation of the organisation of pedagogic days,
- analysis of the School's use of the ELEE & PERSEE programs,
- pursuing major areas of work in progress and curricular initiatives.

Form to be used in the Evaluation of performance of Directors and deputy Directors

I. 1. Personal details

Surname (including maiden name where appropriate):

First name(s):

Date of birth:

Function:

European School:

2. Reason and basis for the evaluation

Date of the last evaluation:

Director/Deputy of the European School

Since:

Director/Deputy of the European School

Since:

Reason for the evaluation: Extension of term of office as Director/deputy of the European School of

Basis for the evaluation:

It is not expected that all of these sources of evidence will be explored.

- Knowledge of the person over a period, arising from comments made by Inspectors, prior consultation, discussions with the Director/deputy, observations of official discussions and meetings.
- Scrutiny of school documentation, including *rapport de rentrée*, school plan, inspection reports, minutes of meetings, etc.
- Evaluation of a class visit and debriefing session on ...
- Chairmanship of a meeting on ...
- Discussion (including self-evaluation) on ...
- Discussions with members of senior staff and representatives of pupils, parents, teachers and other staff.
- Any other evidence.
- Enclosures on self-evaluation provided by the person to be evaluated.

3. Additional information

Official duties outside the school:

e.g. member of European School committees, working parties.

In-service training activities:

e.g. as participant in or organiser of in-service training courses.

II. Aspects of evaluation

1. Leadership

- promotes the aims and objectives of the European Schools
- demonstrates a clear sense of purpose for the School
- innovates and initiates
- delegates appropriately
- shows responsibility, diligence, reliability, imagination and ability to solve problems
- provides advice and guidance to staff
- handles stress effectively

2. Initiatives developing a European Spirit

Evidence of this may include strategies to ensure co-operation between teachers and pupils of different sections; new initiatives; support for inter-school activities.

3. Planning, implementation and evaluation

in relation to - curriculum

- standards of achievement
- quality of teaching
- creation of a school community
- resources (human & material)

- demonstrates pedagogical expertise
- makes competent assessments of staff and the needs of the school
- initiates and supports out-of-school activities
- plans and co-ordinates developments effectively
- promotes in-service and further professional training

-
- promotes a culture of quality assurance.

4. Administration and organisation

in relation to

- pupils
- human & material resources (e.g. staff, finance, accommodation)

has a good knowledge of the regulations.

5. Communication and Human Relations

- with pupils and staff
- with parents
- with the outside world
- with the agencies of the schools and the ORBG
- cooperates well, and promotes effective team work
- chairs meetings effectively
- presents and argues a case with skill.

III. Relevant personal and professional circumstances

IV. Participants in the assessment process

V. Overall judgement

if applicable, give justification for negative divergence of this assessment from the previous one

- fully meets the demands of the post
- no longer fully meets the demands of the post.

.....

(signature and official title of the assessors)

.....

(place, date)

I have taken note of the above assessment and received a copy. I am aware that in accordance with VI. 8 of the 'Implementing Regulations for the Appointment of Directors and Deputy Directors' (Doc. 2003-D-7610-en-7) I may formulate my comments in writing concerning this report.

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(place, date)

.....

(signature of the person assessed)