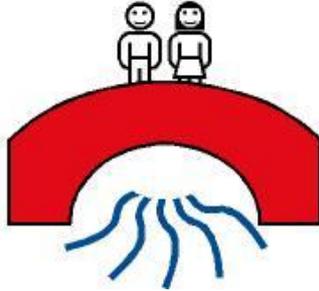


Loddon Primary School



Recruitment and Selection Policy

Committee responsible: Personnel Committee

Date of last review: June 2017

Date of next review: June 2019

Authorised on 14 June 2017

We adopt this policy along with any amendment implied or required as a result of a change in UK law before the date of the next Governor review

Sarah Phillips

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2	01/02/08	Updated
3	01/09/11	Amendment to update and strengthen safe recruitment requirements
4	18/06/12	Amendments to update references to GTC, academy schools and CRB checks. Revision to appendices numbering – removal of appendix 7 and 10, includes reference to Teaching Agency in checklist.
5	01/04/14	Amended to take account of the DfE statutory guidance 'Keeping children safe in education' published April 2014
6	01/11/15	Amended to take account of the DfE statutory guidance 'Keeping children safe in education' published July 2015. Section 2 guidance removed and incorporated into the model policy
7	21/04/17	Update to reflect latest guidance in Keeping Children safe in Education. Section 128 directions DBS requirements for governors EEA prohibition checks

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1. Policy

Summary

This Recruitment Policy and procedure has been produced in line with the “Keeping children safe in education” statutory guidance document which came into force in July 2015 and was last updated in September 2016. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

2 Recruitment and selection policy statement

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

The school follows the principles of Values Based Education and expects all staff and volunteers to support this ethos.

3 **Scope**

The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body has delegated the responsibility for appointing staff, other than to the leadership group, to the Headteacher. The Governors will notify the Local Authority when appointing a new Headteacher.

4 **Aims and Objectives**

To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process

To ensure a consistent and equitable approach to the appointment of all school based staff.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, sex, religion or belief, age, disability, marriage and civil partnership, sexual orientation, gender reassignment or pregnancy and maternity.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

5 **Principles**

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member **MUST** have received safer recruitment training – see **Appendix 1**. Schools may choose appropriate training and may take advice from their LSCB in doing so. The training should cover, as a minimum, the content of the 'Keeping children safe in education' statutory guidance.
- Selection should be based on a minimum of completed application form, shortlisting, interview and two satisfactory references.
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised internally (those on maternity leave and long term absence must be made aware of all suitable vacancies) and externally where appropriate.

- The Equality Act makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

6 Recruitment Process

Objective

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school and to deter, reject and identify people who might abuse children. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees.
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

It is recommended that the paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks and induction training materials

'The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced Disclosure via the DBS'

Application Form

A standard application form should be used to obtain a common set of core data from all applicants. Curriculum vitae drawn up by applicants in place of an application form must not be accepted. See **Appendix 2** for an example of a standard application form produced by the LA.

Job Description and Person Specification

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee.

References should be sought on all short listed candidates, **including internal ones**, and should be obtained **before** interview so that any issues of concern they raise can be explored

further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

Open references and testimonials, i.e. "To Whom It May Concern" will not be accepted. Agreed references which have resulted from a settlement agreement will be carefully scrutinised.

In any case where two references have not been obtained on the preferred candidate before interview, the school must ensure that it receives and scrutinises them, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

On receipt references should be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate.

The information given should also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case.

If an applicant is not currently employed in a role working with children, but has done so in the past, it is strongly advised that a reference is requested from the school/education establishment they were last employed in and reasons for leaving.

Employers are only able to ask about a candidate's health and attendance at work following a job offer being made. A follow-on reference request for this purpose is recommended.

Reference pro form as are at **Appendix 3**.

Scrutinising and Shortlisting

All applications should be scrutinised to ensure that they are fully and properly completed. That the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment.

Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.

As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation. An example shortlisting form is in **Appendix 4**.

Interviews

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

Invitation to Interview

In addition to the arrangements for interviews - time and place, directions to the venue, membership of the interview panel - the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. Enclosing a copy of the person specification can usefully draw attention to the relevant information. An example invitation to interview letter is at **Appendix 5**.

All candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation.

A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file. The photocopy of any original document must be signed and dated by the person viewing it noting that they certify this is a true copy of the original.

Interview Panel

Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in schools **MUST** have undertaken safer recruitment training)
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the Interview

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;

- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

All copies of any notes relating to your shortlisting and interview decisions must be retained for at least 6 months.

7 Conditional Offer of Appointment: Pre Appointment Checks

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references
- verification of the candidate's identity
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempted), NPQH where required by school;
- a prohibition from teaching check for teaching posts (successful candidates holding QTS who are being appointed to TA roles or similar should be advised if a prohibition check is to be carried out on them)
- a check of the Children's Barred List as part of a satisfactory DBS Enhanced Disclosure (see **appendix 6**)
- A declaration from the candidate that they are not disqualified under the Childcare (Disqualification) Regulations 2009 – only applies to certain posts **Appendix 7** contains further guidance
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non teaching posts) satisfactory completion of the probationary period.
- Verification of eligibility to work in the UK
- Further checks on people living or working outside the UK
- A section 128 check for managers in academies and Free schools – see **Appendix 9**

All checks should be:

- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS Code of Practice. Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record) Copies of DBS certificates should be kept for no longer than 6 months after appointment; and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

The photocopy of documents used to check identity and/or the right to work must be signed and dated by the person who has seen the originals noting that they can certify that the originals were seen by xxx person on y date.

A checklist is provided in **Appendix 8** to assist in ensuring that all recruitment checks are conducted. **Appendix 9** gives guidance on checks and retention periods.

Where:

- the candidate is found to be on the Children's Barred List, or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children, the facts should be reported to the police and/or the Disclosure and Barring Service.

8 Post Appointment Induction

All staff members should be made aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the code of conduct and
- the role of the designated safeguarding lead.

All new staff must be provided with and read Part one of Keeping Children Safe in Education which is available at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

9 Volunteers

Volunteers are also seen by children as safe and trustworthy adults, and when the school is actively seeking governors and other volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff. In other circumstances, for example where the school approaches a parent who is well known to the school to take on a particular role, a streamlined procedure can be adopted - seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the person's aptitude and suitability. A DBS Enhanced Disclosure may be appropriate – further guidance is contained at **Appendix 6**. In other circumstances, e.g. where a volunteer's role will be "one-off" - accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school, e.g. sports coaches from a local club, the school should obtain assurance from that organisation that the person has been properly vetted.

10 Agency/Supply Teachers

It is important thorough checks are made on anybody who will be working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession.

Schools must have written confirmation that the agency has carried out the necessary checks. Schools using teacher recruitment apps should be particularly careful that the necessary checks have been done and if in doubt should carry out further checks themselves.

Where a teacher is directly employed following a period of agency working it is essential that the school carries out all of the checks normally conducted on a new employee.

11 Employees transferring from one WBC to another WBC school

The new school MUST complete all recruitment checks, including transfers from Academy and Free schools. Assumptions must not be made that the previous school's checks can be accepted by the new school. It may be possible to accept a DBS check from another WBC school if there has not been a break in employment of more than 3 months – see **Appendix 6**

12 Employees joining a WBC school from another Authority, including Academy and Free Schools

All recruitment checks must be carried out including an Enhanced DBS with barred list check.