



MAYFIELD SCHOOL	
Policy:	Safer Recruitment & Selection
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Governors Committee:	SLT
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Section 1: Model Recruitment and Selection Policy for Schools

1. Policy

1.1 Summary

- 1.1.1 This Recruitment and Selection Policy has been produced in line with the DCSF (formerly DfES) guidance 'Safeguarding Children and Safer Recruitment in Education' (January 2007). 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.

1.2. Recruitment and selection policy statement

- 1.2.1 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.
- 1.2.2 The School is committed to attracting, selecting, paying 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.

1.3 Purpose

- 1.3.1 To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.
- 1.3.2 To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

1.4 Scope

- 1.4.1 The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff. Where a Headteacher or Deputy Headteacher is being appointed the Governing Body will consult with the LA about the recruitment process.

- 1.4.2 The measures described within this policy should be applied in relation to everyone who works within the school who is likely to be perceived by the children as a safe and trustworthy adult. This includes people who regularly work in the school when the pupils are present, who may not have direct contact with children as a result of their job e.g. staff employed by contractors, and unpaid volunteers.
- 1.4.3 The ultimate responsibility for recruitment and selection lies with the Governing Body, who should ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers. The normal expectation is for the headteacher to lead the process of making staff appointments outside of the leadership group. Governors lead the process of making appointments to the leadership group.
- 1.4.4 Headteachers should ensure that policies and procedures adopted by the governing body are fully implemented and followed by all staff.

1.5 Aims and Objectives

- 1.5.1 To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process
- 1.5.2 To ensure a consistent and equitable approach to the appointment and payment of all school based staff.
- 1.5.3 To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marriage and civil partnership, gender reassignment and sexual orientation.
- 1.5.4 To ensure the most cost effective use is made of resources in the recruitment and selection process.

1.6 Principles

- 1.6.1 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
 - All support staff roles are to be evaluated in line within the principals set by Job Evaluation
 - 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. It is recommended that at least one panel member should have received training on the recruitment and selection process through the NCSL online training package

- Selection should be based on a minimum of completed application form, shortlisting and interview
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Equality Act 2010 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.

2. Equal Opportunities

2.1 The School is committed to providing equality opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, ethnicity, sex, religion/belief, age, disability, marriage and civil partnership and sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

3. Safer Recruitment – Recruitment and Selection Training

3.1.1 Safer Recruitment is an online training package developed for headteachers and governors, which aims to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children.

3.1.2 It is recommended that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process.

4. Pre-recruitment Process

4.1 Objective

4.1.1 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. 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, grade 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.

4.2 Application Form

- 4.2.1 A standard application form should be used to obtain a common set of core data from all applicants. Please refer to Appendix 3/3a for an example of standard application forms produced by the LA.

4.3 Job Description and Person Specification

- 4.3.1 An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post. These are required to be matched to an appropriate job profile (see Appendix 12) to ensure appropriate grading of the post. If a new role within a school they must be sent to the Job Evaluation team for a grade to be provided inline with Job Evaluation.

4.4 References

- 4.4.1 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.
- 4.4.2 Ideally, 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.
- 4.4.3 The use of reference pro formas can help achieve that, an example is in Appendix 5/5a along with a suggested letter to accompany it in Appendix 5b.

5. Interviews

- 5.1.1 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.

5.2 Interview Panel

- 5.2.1 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.
- 5.2.2 The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (it is recommended that at least one member of interview panels in schools should have undertaken the training 'Safer Recruitment' (Section 3 in this document)
- 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.

5.2.3 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.

5.3 Scope of the Interview

5.3.1 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 schools 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 criminal record check.

5.3.2 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.)

5.3.3 Details on conducting an interview effectively are covered in the online training in section 3, and in Appendix 6a.

6. Conditional Offer of Appointment: Pre Appointment Checks

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

- the receipt of at least two satisfactory references (if those have not already been received);
- verification of the candidate's identity (if that could not be verified straight after the interview)
- verification of the candidate's medical fitness (Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DCSF - Circular 4/99)

- verification of qualifications (if not verified after the interview);
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH; (Please refer to Appendix 7)
- a check of DCSF List 99 and a satisfactory basic, standard or enhanced criminal record check, plus, if the successful candidate has been recruited from, or worked overseas, a certificate of good conduct or criminal record check from that country's representative.
- (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, if applicable.
- Verification of eligibility to work in the UK.

6.1.2 The school will liaise with Human Resources in order to follow relevant criminal record check guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process.

6.1.3 All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by criminal record check regulations); and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- the candidate is found to be on List 99 or the PoCA List, or the criminal record check shows s/he has been disqualified from working with children by a Court; 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 DCSF Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

6.2 Post Appointment Induction

6.2.1 There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience.

6.2.2 For further information please refer to the Guidance document, the DCSF document "Safeguarding Children and Safer Recruitment in Education Settings – 1st January 2007", or contact Human Resources.

Policy Feedback

Should you have any comments regarding this policy, please address them to the HR Policy Feedback mailbox – HRpolicy@torbay.gov.uk

History of Policy Changes

This policy was first agreed by members of the Children's JCC in June 2007

Date	Page	Details of Change	Agreed by:
August 2010	Various	Updates in relation to Equality Act 2010	Legislation changes.
July 2014	Various	CRB renamed criminal record check and intro to basic and standard level of check	Legislation changes