



"Excellent Learning, Teaching and Leadership for All"

Recruitment Procedure and Process

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1. Policy

This Procedure and Process document is to be used in line with Windsor Learning Partnership's (hereafter may be referred to as the MAT) Recruitment Policy document.

2. Applicability

2.1 This procedure document applies to all staff who work in schools, plus staff, governors, volunteers and others engaged by the school to work with pupils.

3. Roles and responsibilities

3.1 The MAT is the legal employer for all staff.

3.2 The Multi Academy Trust's Business Support (HR) are responsible for providing advice and guidance to schools regarding recruitment and the appointment of staff. Human Resources may have an active role in the recruitment to leadership posts within each school.

3.3 The Headteacher is responsible for the day-to-day organisation, management and control of the school and in most cases will have a significant role in the appointment of staff to work in the school. They are responsible for ensuring that staff undertaking recruitment and selection have the appropriate experience, skills and knowledge to do so. The Local Governing Body is responsible for ensuring that members of staff who are responsible for appointments of new employees have received Safer Recruitment training.

3.4 The Local Governing Body is responsible for ensuring that the school has adequate staffing levels. The Local Governing Body may be involved in the recruitment and selection of staff, especially with regards to leadership posts, providing they have received appropriate training. Members of the Local Governing Body will not be excluded from being involved in the recruitment and selection of staff providing it would not constitute a conflict of interest.

4. Principles

4.1 Employees play the most significant role in the success of our schools and the delivery of high quality education provision and are therefore are our most important asset.

4.2 The MAT is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

4.3 The appointment of all employees to the MAT will be made on merit and in accordance with the provisions of employment law, the Education Act 2002, statutory guidance and the MAT's **Equality and Diversity Policy**.

4.4 Applicants will be treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction. Only where a person's job has a genuine occupational requirement may it be possible to take into account such characteristics and this will apply only to a very small number of jobs.

4.5 It is the requirement of the MAT that those involved with the recruitment and selection of staff must have received appropriate training or briefing and that at least one member of every interview panel must have received **safer recruitment training**.

4.6 Where a school uses supply staff, they must be assured that these individuals have undergone the necessary checks to assess their suitability for the post.

4.7 Schools must retain proper records confirming the identify, qualifications, professional registration (where appropriate), eligibility to work in the UK and Disclosure and Barring clearance details of people appointed, including dates of when these checks were carried out.

5. Delegation of Appointments

5.1 The recruitment and selection of teaching and support staff will be delegated to the Headteacher. (See below for authorisation)

5.2 The delegation of appointments is summarised in the table below:

Recruitment for:	Authorisation required
Support Staff and Teacher with a TLR / middle leader posts	Authorisation by Headteacher.
Subject or Key Stage Leadership posts and Managerial Support Staff, except Senior Leadership posts	Authorisation by Headteacher following consultation with the CEO.
Appointment to Senior Leadership Scale posts	Authorisation for recruitment must be given by the Chief Executive Officer, who must be involved throughout the recruitment process and may be present on the selection panel.

6. Safer Recruitment

6.1 Safer recruitment means thinking about and including issues to do with child protection, safeguarding and promoting the welfare of children at every stage of the recruitment process. It starts with the process of planning the recruitment action and where the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing and evaluation information from and about candidates.

6.2 The following safer recruitment practices should be undertaken:

- The job description should make reference to the responsibility for safeguarding and promoting the welfare of children such as “the post holder is responsible for ensuring that the school’s Safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy”.
- The person specification should include specific reference to “suitability to work with children”.
- Application forms should be scrutinised, including checking the candidate’s previous employment history and experience and ensuring that any discrepancies, gaps or anomalies are satisfactorily explained.
- Obtaining independent professional references that ask specific questions to help assess the applicant’s suitability to work with children and following up any concerns.
- A face to face interview that explores the applicant’s suitability to work with children as well as their suitability for the post.
- Verifying the successful applicant’s identity.
- Verifying the successful applicant’s academic qualifications.
- A Disclosure and Barring Service check.

7. Stages of the Recruitment Process



= Schools responsibility

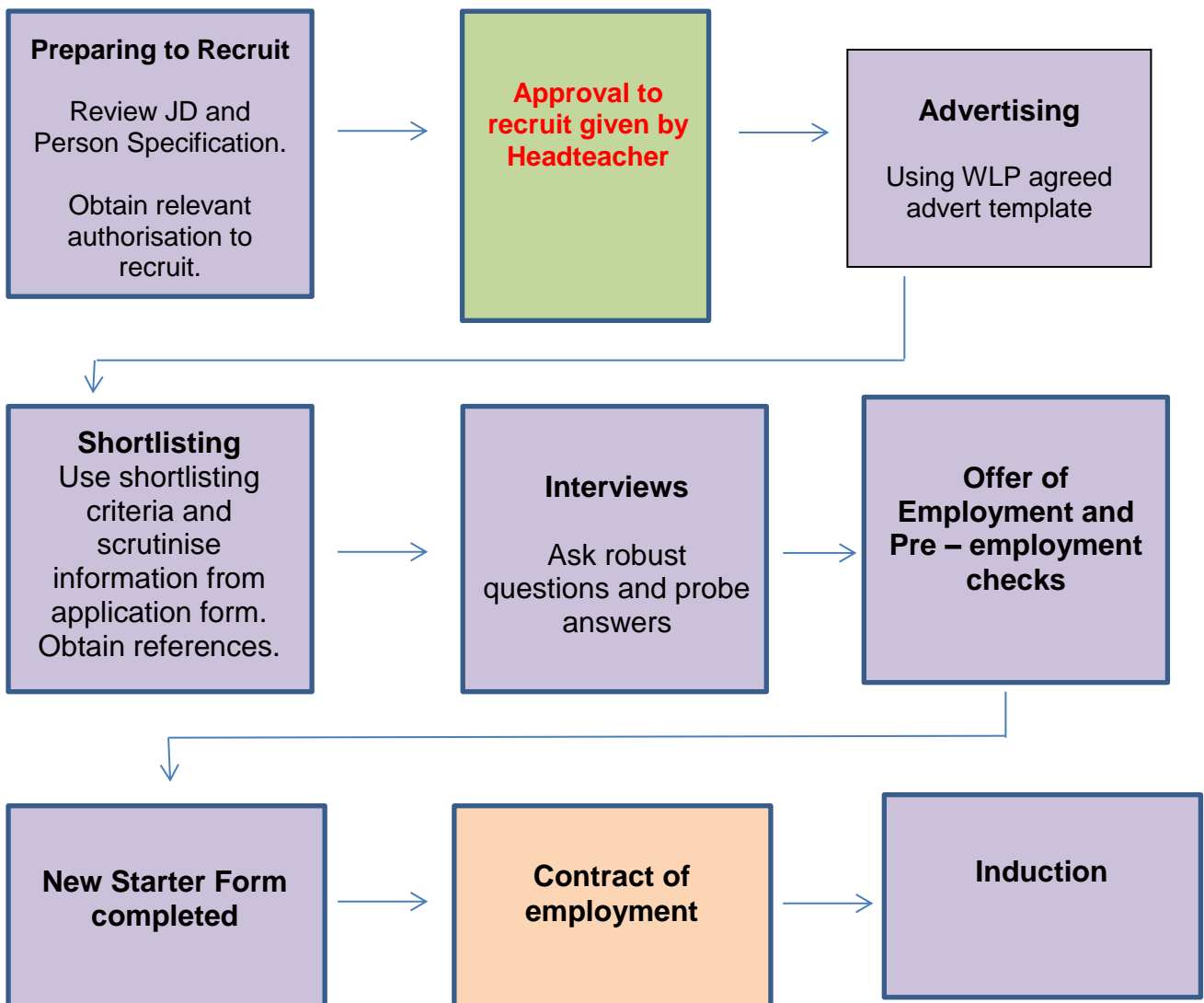


= Chief Executive Officer / Business Support (HR) responsibility

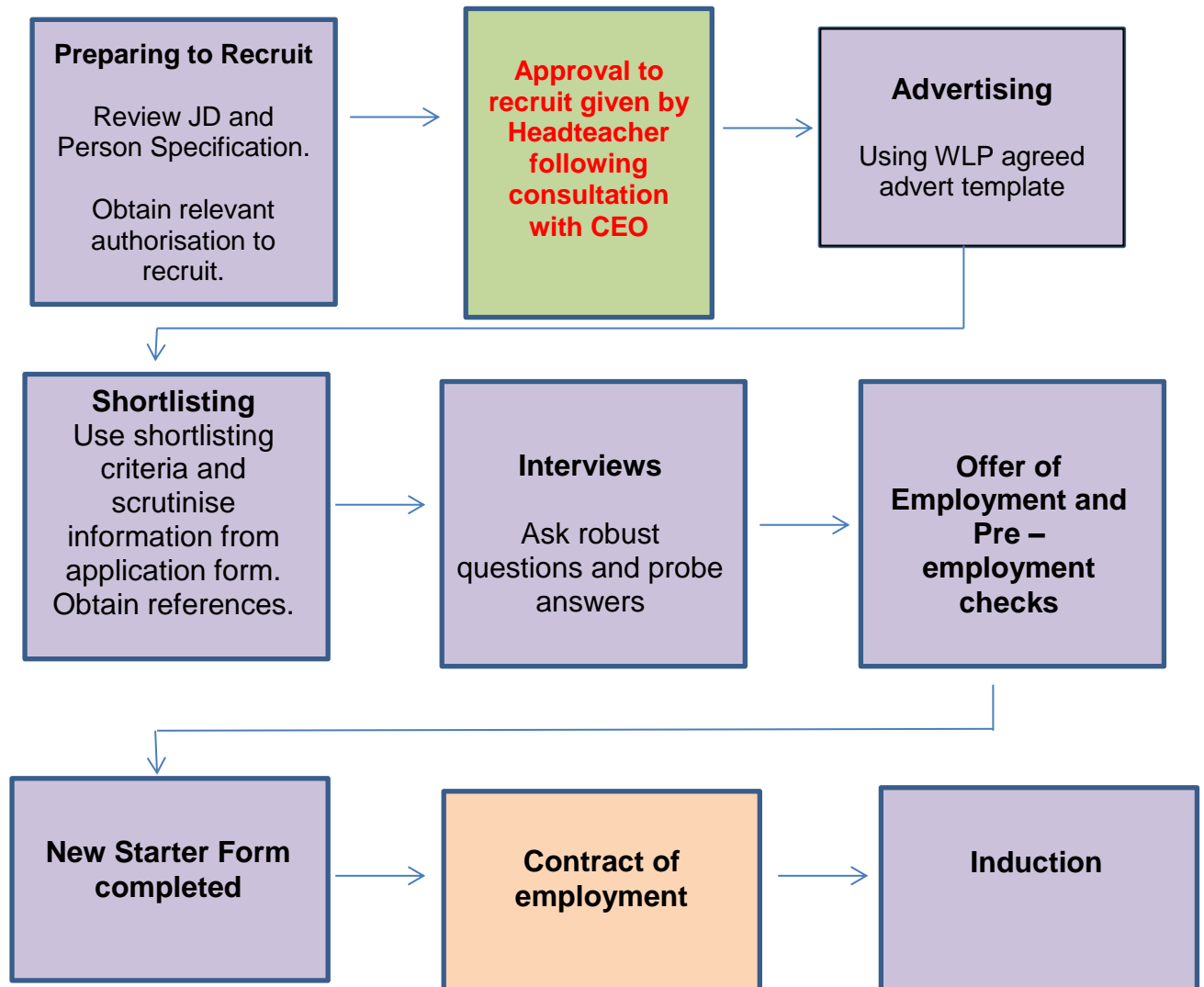


= MAT's payroll provider (RBWM's) responsibility

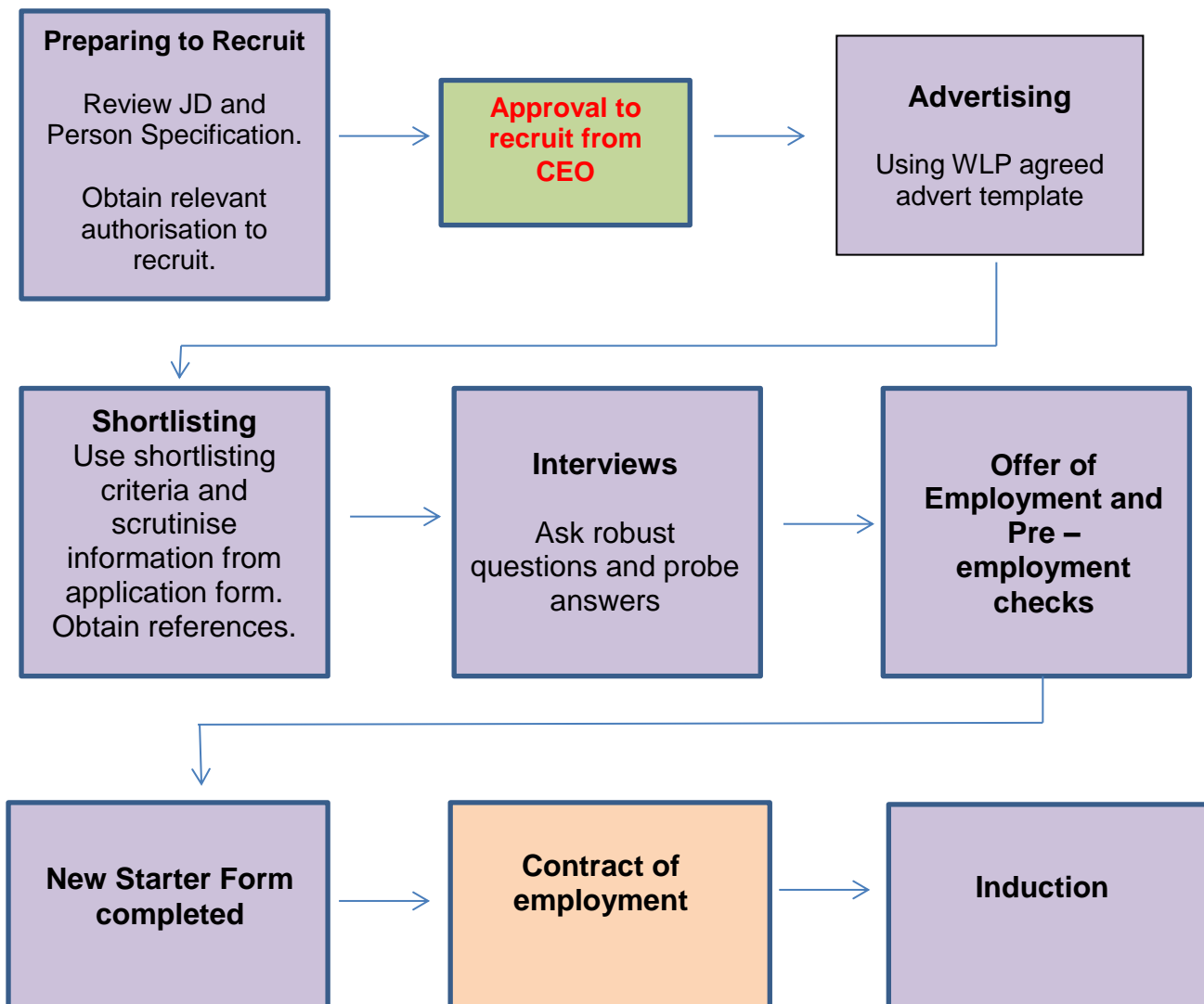
Process for the recruitment to all support staff and teacher with a TLR posts / middle leader posts



Process for the recruitment to, Subject or Key Stage Leadership posts and Managerial Support Staff, except Senior Leadership posts



Process for recruitment to Senior Leadership scale positions



8. Preparing to Recruit

8.1 The first step in the recruitment process is ensuring that the appropriate authorisation to recruit is obtained (see section 5).

8.2 The recruitment process should be planned ahead of advertising the vacancy. Planning will ensure that sufficient time is allowed at each stage of the recruitment process, it will ensure that applicants are given essential information regarding the post that they are applying for, and will help to ensure that the right people apply for the role.

8.3 In preparation the school should review the job description and person specification and consider how and where the post should be advertised.

9. Advertising

9.1 Every vacant post should be advertised using the MAT's agreed advert template.

9.2 Every vacant post should be advertised appropriately to bring it to the notice of all persons qualified to fill the post, and should be accessible to all ensure compliance with the MAT's Equal Opportunities and Diversity Policy. **It is expected that most leadership posts will be advertised externally** unless there is good reason not to do so.

9.3 Where a post is advertised externally a copy of the advert should be sent to Business Support (HR) for the advert to be placed on each schools website (s).

9.4 All advertised posts should include an explicit statement regarding the MAT's commitment to safeguarding and promoting the welfare of children. A statement should be included in the advert as well as in the application pack. The statement may be as follows:

"Windsor Learning Partnership is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks"

9.6 Candidate application packs should include:

- Job Description outlining the duties of the post, with an indication of where the post fits into the organisational structure of the school;
- Person Specification indicating the qualifications, skills and types of experience or expertise which the school regards as essential or desirable in relation to the job. Any job involving financial management responsibilities, should clearly specify the essential requirements of the role as part of the person specification, and the recruitment process should test these competencies.
- Application Form.

- Information about the MAT, School and Other General Information:
 - a description of the school relevant to the vacant post
 - a statement about access to the school for applicants who may wish to see it or who may wish to consult the Headteacher before making an application;
 - a statement that canvassing any member of staff, or member of the Local Governing Body, directly or indirectly, is prohibited and will be considered a disqualification;
 - reference to the MAT's policy on Equal Opportunities;
 - reference to the legislation concerning the Protection of Children;
 - the name of any person who will be available to provide additional information about the post; and
 - Information about the recruitment and selection process e.g. the closing date for the receipt of applications and interview dates.
- Salary level of the post.

10. Application Forms

10.1 All applications must be completed using the MAT's application documentation.

10.1 Application forms must be completed by all applicants; it is not acceptable practice to rely on CVs. Applicants who make speculative contact should be asked to apply for a specific post and to complete the relevant application pack.

10.2 By completing and submitting an application form, applicants give a signed declaration (even if this sent by email) that the information provided is factually correct and that they possess the qualifications, skills and experience that they have stated on the form.

10.3 Posts involving regular contact with children or young persons are exempt under The Rehabilitation of Offenders Act 1974, by virtue of The Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Applicants for such posts are required to declare any criminal convictions, including spent convictions, that they have or any cautions, reprimands or final warning that they have been subject to in relation to any offences.

11. Short Listing

11.1 Short listing will be based only on substantial information. The job description and the person specification will be used to set the criteria and standards for inclusion on the long list and for reducing this to the shortlist of candidates to be invited for interview.

11.2 The criteria for selection will be consistently applied to all applicants.

11.3 All applications should be carefully scrutinised to ensure they are fully and properly completed. Any anomalies or discrepancies or gaps in service employment should be accounted for and checked. Reasons for repeated and regular changes in employment should be explored.

11.4 If the field of applicants is felt to be unsuitable the post may be re-advertised.

11.5 References should be taken up between shortlisting and interview so that any necessary information can be followed up.

11.6 The selection panel will take up two references on each short-listed candidate. For teaching and leadership posts the references will, where appropriate, include the applicant's current Headteacher/Principal or Local Authority. Please refer to section 19 for further details on obtaining references.

11.7 References should be kept as confidential and should only be seen by the selection panel and the person delegated to obtain the references. References will be sought against the requirements specified in the job description and person specification, and information should be sought about any issues relating to safeguarding/child protection. Where there is concern regarding a reference, advice should be sought from Business Support (HR) who may see the reference.

12. Interviews

12.1 The format, style and duration of the interviews are matters for the Headteacher (in consultation with the local governing body as appropriate) to decide but the following will be adhered to:

- Briefing: All candidates will be given relevant information about the school to enable the candidate to make further enquiries about the advertised job.
- A face to face interview takes place prior to any appointment. Before the interviews the selection panel will agree on the line of questioning to be followed and will ensure that the same core questions are put to each candidate (which can be followed up with different probing and follow up questions). Interviews should assess the merits of each candidate against the requirements in the person specification and the job description. Interviews must also explore each individual's suitability to work with children by assessing attitudes and behaviours. No questions should be asked which would discriminate directly or indirectly on grounds of sex, marital status, sexual orientation, race, religious belief, disability or age. The interview should cover child protection and the candidate's suitability to work with children (see 12.7 and 12.8).

12.2 Before the interviews the Headteacher **or other authorised staff member** (in consultation with any governors involved with the interview), will decide a procedure for evaluating the candidates at the end of the interviews. The notes taken and documentation used in this evaluation process will form part of the formal record of why candidates were or were not selected and will be retained for six months; after that time they will be destroyed. Panel members should meet beforehand to agree a relevant set of questions that will enable the candidate's suitability to be assessed against the selection criteria. They will also need to identify any issues they want to explore further from the candidate's application form and employment references.

12.3 Before the interviews the Headteacher **or other authorised staff member** (in consultation with any governors involved in the interview) will decide the structure of the interview, determining which area each interviewer will cover and the approximate time allocation.

12.4 A robust selection process should not rely solely on the interview. A range of selection activities should be designed in order to help assess who is the most suitable candidate for the job. For teachers and **some** teaching support roles, it is legitimate to involve pupils in the process. Pupils should not take part in assessing candidate suitability but can contribute to the panel's assessment of the ability to interact with children.

12.5 Panels of at least two people should be involved in interviews. This allows one member to observe and assess the candidate and make notes while the other is talking and asking questions. Alternatively panels may find it helpful to have someone present who can focus on taking notes.

12.6 Schools should ensure that sufficient staff and governors are trained in advance of recruitment activities to form interview panels when necessary.

12.7 Invitations to interview should;

- Detail all the arrangements such as date, time, panel members, length of the selection process
- Remind candidates that the interview is assessing their suitability to work with children
- Remind them to bring all relevant documents, such as DBS disclosures where available, proof

Only originals of the required documentation can be accepted; copies should not be accepted. The school should take a copy of original documents to be kept on the school file, before returning the originals to the candidate.

12.8 To assess the suitability of the candidate to work in the school the interview should examine:

- The candidate's attitude towards children. This may be assessed through their personal statement and through interview questions that probe their values, belief and ethics.
- The candidate's motivation to work with children. Questions on their vision for education and the learning and development of children and young people, and what their role is in contributing towards achieving this vision can help you assess their motivation.
- Their ability to form relationships and respect professional boundaries. This should be assessed through focused questions and complementary activities, such as group exercises.
- Their emotional resilience in working with challenging behaviours, their attitudes in managing discipline and towards authority. Questions asking them to draw on previously difficult situations and how they managed these will help assess this.
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children.
- Clarify their understanding of the school's approach towards child protection policies and procedures.
- Gaps in the candidate's employment history and explanation of repeated changes in career. These must be discussed and clarified, as should concerns or discrepancies arising from the information provided by the candidate and/or referees.

- Candidates should be asked to confirm whether they have any criminal convictions, reprimands and/or warnings.
- If for any reasons references have not been provided before the interview the candidate should be given the opportunity to declare/discuss anything that may come to light on the collection of references.

12.9 Appendix 4 lists example questions designed to examine an interviewee's attitudes toward safeguarding children.:

12.10 Some questions will need following up. By asking a follow up/probing question you start to gain a better understanding of the initial answer and investigate the validity of the answers.

13. Offer of Appointment by the Selection Panel

13.1 It is essential that every offer of employment is made subject to satisfactory completion of all the relevant pre-employment checks, unless the full range of checks have been undertaken by the time an offer is made. Candidates should be made aware of this when offered a position.

13.2 Any offer of employment will be binding, subject to:

- receipt of at least two satisfactory references, where possible one reference should relate to the candidates most recent employment;
- verification of identity (photographic evidence that includes date of birth such as a passport or photographic driving licence is the most suitable form of identification)
- Right to work in the UK (the UK Borders Agency website provides a comprehensive guidance with lists and images of documents that can be accepted evidence of an applicant's right to work in the UK)
- Enhanced DBS check (this includes a barred list check) where the employee will carry out regulated activity
- Medical clearance.
- For teaching posts – successful completion of the statutory induction year if an Newly Qualified Teacher, or verification of completion of statutory induction where required for experienced teachers
- Viewing the originals of academic and professional qualifications and taking copies for the personnel file.
- If an employee will be required to drive on school business then schools should ask for evidence that the employee holds the appropriate and valid driving licence to do so and is insured to undertake business journeys
- Evidence of professional membership/registration where applicable

13.3 All offers of employment will be confirmed in writing by the school or by the Chief Executive Officer if a leadership post.

13.4 The MAT does not recognise continuous service from other employers.

14. Pre-employment checks

14.1 The school must undertake specific pre-employment checks on every person that they intend to engage/employ to work in their school. The exact nature of these checks will depend upon the capacity in which the person will be working.

14.2 It is strongly recommended that all efforts are made to obtain all pre-employment checks prior to the commencement of employment, particularly in relation to references and DBS checks. Where this is not possible, appointments should be delayed until satisfactory checks are received or arrangements made for supervision of the employee until such time that they are received.

14.3 Original documents must be seen to verify; identity, the right to work in the UK, qualifications and for the purposes of DBS checks.

14.4 The schools should set up a personal file for the new employee and evidence of pre-employment checks should be stored on the file.

15. Qualified Teacher Status

~~15.1 Anybody appointed or engaged to teach in a maintained school or non-maintained special school in England must be a qualified teacher, as defined by The Education (School Teachers' Qualifications) (England) regulations 2009 (as amended), or satisfy the requirements of persons not qualified under schedule 2 of The Education (Specified Work and Registration) (England) Regulations 2009. **Removed**~~

15.1 With effect of 27 July 2012, there is no requirement for teaching staff in academies have Qualified Teacher Status (QTS). However it is the preference of the MAT that all teachers should hold QTS or QTLS wherever possible. **Added.**

15.2 Teachers who are qualified in Australia, Canada, New Zealand and the USA now have automatic QTS. However, they still need to apply to the Teaching Agency before they can be recognised as qualified teachers. They also still need to satisfy any Border Agency requirements.

15.3 Teachers in Further Education who have Qualified Teacher Learning and Skills (QTLS) and who are members of the Institute for Learning (IfL) are now recognised as qualified teachers in schools.

15.4 Candidates for head teacher or deputy head teacher posts must hold QTS.

15.5 Teachers should produce a certificate confirming QTS.

16. Health

16.1 Anybody appointed to a post that involves regular contact with children should have the appropriate health and physical capacity to undertake the duties of that post.

16.2 The Equality Act 2010 prohibits all those involved in the recruitment process (except in specific very limited circumstances) from:

- Asking applicants questions relating to their health, attendance record and/or disability
- Asking referees to comment on an applicant's health, attendance or disability
- Asking an applicant to complete a pre-employment medical questionnaire prior to having made

16.3 Once a candidate has been made a conditional offer of employment the school must ensure that candidates complete a medical screening form which will be sent to the MAT's Occupational Health Provider for assessment.

16.4 Where the applicant has a disability the Headteacher must consider whether there are any reasonable adjustments that can be made to enable the applicant to perform the role, and should put these in place.

16.5 No employee may start work until medical clearance has been received.

17. Disclosure and Barring Service (DBS) checks

17.1 The DBS Disclosure process checks a person's criminal record, including convictions, cautions, reprimands and warnings held on the Police National Computer. (The DBS was previously known as CRB).

17.2 From 17 June 2013, The DBS introduced an Update Service to carry out status checks on an individual's DBS Certificate, this service allows employers to check an individual's DBS certificate without applying for a check and therefore free of charge. Applicants can annually subscribe to the update service for a small fee, which allows applicants to have their DBS Certificate kept up-to-date and take it with them from role to role, providing it is within the same workforce group.

17.3 When a successful applicant is appointed they should be asked whether they are a member of the Update Service. If they are, and their original check is enhanced with the correct workforce group i.e. child workforce, their original DBS Certificate should be provided and checked, and then with the applicant's permission, their current DBS Certificate can be checked instantly online at www.gov.uk/dbs to see if any new information has come to light since its issue.

17.4 The Multi Academy Trust or name of the school will need to be entered as the organisation, the person who is carrying out the check will need to enter their forename and surname and then the following details of the DBS Certificate that is being checked:

- DBS Certificate number
- current surname of the DBS Certificate holder - as specified on their DBS Certificate
- date of birth of the DBS Certificate holder - as recorded on the DBS Certificate

17.5 Enhanced update checks or DBS disclosures should be sought for staff who are employed by the school and volunteers who undertake 'regulated activity'. Regulated

Activity' may depend in many cases on whether it is supervised or not. 'Regular' means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period. Regulated Activity for work with children and young people is:

- Unsupervised activities: teaching, training, instructing, caring for or supervising children, or
- Work for a limited range of establishments ('specified places'), with opportunity for contact, for
- Relevant personal care, for example washing or dressing; or health care by or supervised by a

~~17.6 Update checks or online DBS applications should be completed by all successful applicants who require a DBS check.~~

17.7 Schools should recheck existing staffs DBS disclosures or check their status on the update service every five years.

17.8 Newly appointed staff that have lived outside the United Kingdom must undergo the same checks as all other staff in schools. This includes a DBS Disclosure or update service check. Applicants who have lived outside the UK in the past five years will need to provide Criminal Convictions Clearance from the country or countries they were residing in, because the DBS cannot generally trace individuals abroad. If the school recruits an individual from overseas, or an individual who has lived abroad in recent years prior to appointment, and needs to check their overseas criminal record, a DBS check may not provide a complete picture of the criminal record. The applicant must contact the relevant Embassy to obtain a disclosure which should not be dated more than 6 months ago at time of receipt.

~~17.9 A Basic level DBS check should be obtained for all members of the Local Governing Body. A basic DBS check for Local Governing Body members can be obtained in the same way as a new member of staff's, i.e. via completion of a DBS application form or checking the update service, however it needs to be ensured that the level checked is basic (not enhanced).~~

17.9 A similar recruitment process should be used for volunteers, as for employees, including pre employment checks. Volunteers in school (including governors) should not automatically be subject to DBS checks. A DBS check or Update Service check can only be requested if the volunteer will have regular unsupervised access to children (see below for a definition). For the majority of school governors this will not apply and therefore a DBS check is not required.

17.10 When determining whether to apply for a DBS check or check the update service for a volunteer, Headteachers should decide whether the individual will regularly be undertaking regulated activity on an unsupervised basis:

- 'Supervision' must be regular i.e. on-going and day-to-day; and which is reasonable in all circumstances for the purpose of protecting the children concerned; and carried out by an individual who is engaging in regulated activity relating to children and has a DBS disclosure with barred list check.

- The definition of 'regulated activity' is "teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children".
- The definition of 'regular' activity is where a regulated activity is undertaken by the same individual as follows either once a week or more; on four or more days in a 30 day period; at least once, overnight and with the opportunity for face-to-face contact with children.

17.11 Where appropriate, volunteers should be subject to an enhanced DBS check or Update Service check and should not start work prior to receipt of a satisfactory check.

17.12 A DBS check or Update Service check is required for all supply teachers who are engaged directly by the school and those working via an agency.

17.13 Schools who engage supply teachers directly are responsible for undertaking all of the required pre-employment checks including the DBS check/update service check. Where a supply teacher does no supply work for three months or more a new DBS check should be completed.

17.14 Before taking on a member of supply staff provided by a supply agency, the school must obtain written confirmation from the agency that all necessary pre employment checks have been carried out and are satisfactory. In relation to DBS Disclosures the written notification from the agency must confirm that a relevant DBS check has been requested, whether or not the disclosure has been received and if received whether the disclosure was clear or not. In the instance where a disclosure is not clear, details should be obtained from the agency and the individual as to the reasons for any convictions, reprimands or warnings. The candidate should be requested to provide their DBS certificate and explain any relevant details, where a candidate refuses to do this they should not be used. If you want to engage the individual on a permanent basis a repeat check must be carried out by the MAT Business Support (HR). The individual must not undertake any work until the DBS disclosure has been received.

17.15 Headteachers should check with any agency used that there are secure arrangements for DBS checks in place before accepting the member of agency staff.

17.16 Schools must ensure that contractors, agencies providing temporary staff and all those providing services to the school have clear vetting procedures. Such procedures should include overseas checks for each country that a worker has lived in. Where possible these procedures should be specifically written into a service level agreement or contract by the school or Multi Academy Trust.

17.17 Electronic completion of DBS checks and the DBS update service means it is very unlikely that a school will need an employee to start work before it has received the outcome of the check. In rare cases where a DBS check is required and an application has been submitted but is delayed or outstanding, the individual may be allowed to work in school, subject to the Headteacher's discretion and the following requirements:

- The Headteacher has conducted a risk assessment and does not have any concerns regarding a person's background
- The risk assessment includes reviewing the individual's employment history and reasons for any broken work history or career changes and checking all references

have been received, are satisfactory and have been checked against the work history records. Advice on carrying out a risk assessment can be sought from HR.

- All other pre-employment checks have been completed.
- The individual is supervised until full DBS clearance has been received.

17.19 If the Headteacher has any doubts regarding a person's background, such as broken service, then the risk must be addressed. For example, arrangements may be made for the member of staff to undertake alternative work or to refrain from starting work. It is recommended that Headteachers contact the Business Support (HR) team for clarification and advice.

17.20 Supervision requires the Headteacher to ensure that individuals are not allocated duties that put them in an unsupervised situation with pupils, that they are accompanied when working by a member of staff with DBS clearance, that their whereabouts are known to a senior member of staff when they are not working (e.g. during break times), and that the individual fully understands their personal responsibility not to put themselves in a situation where they are alone with pupils and what to do if this situation arises.

17.21 A written record should be made and retained when a Headteacher decides it is appropriate to allow an individual to work where a DBS check has been requested but remains outstanding (following a risk assessment by the Headteacher).

17.22 A positive disclosure from the Disclosure and Barring Service will indicate that the employee's Disclosure and Barring Check is not clear. The DBS will provide the candidate with details of the convictions, reprimands and warnings, however the MAT will not. The candidate should therefore be asked to share details of the reasons as to why their disclosure is not clear and should be asked to provide their Disclosure Certificate. If the employee is not prepared to explain details of their convictions, reprimands and/or warnings and are not prepared to provide a copy of their disclosure then the likely outcome is that the MAT will not employ the candidate.

17.23 Before a decision is reached on whether to offer or confirm employment to an individual, the individual should be offered the opportunity to discuss the contents of the disclosure with the Headteacher. A balanced decision to appoint should be based on:

- whether they are barred from appointment
- whether the conviction is relevant to the position
- the circumstances surrounding the offence, and any explanations provided by the applicant
- the seriousness of the offence
- the length of time since the offence occurred
- whether there is a pattern to the offending behaviour, or whether it was a one-off
- whether the applicant's circumstances have changed

17.24 Further discussion should take place regarding:

- whether the applicant disclosed the conviction(s)/cautions, warnings or reprimands at
- what level of supervision the will post-holder receive
- whether the post involves responsibility for finance or items of value
- whether the nature of the role allows the applicant to potentially re-offend

17.25 The Headteacher will make the overall decision about whether or not to employ the person. All positive disclosures must be discussed with Business Support (HR). Disclosures which raise child protection issues must be discussed with the Chief Executive Officer. Where a decision to appoint is taken the information will be recorded and be stored on the person's file.

17.26 If an applicant has made a false declaration on the application form, or anywhere else, about convictions and cautions (or lack of them), this may render the offer of a contract of employment void.

17.27 It is an offence for a person who is on the barred list to apply for a role working with children.

17.28 It is an offence for an employer (the school or the Multi Academy trust) to employ a person who is on the barred list.

18. Single Central Record of Recruitment Vetting Checks

18.1 As part of an Ofsted inspection, inspectors will want to view the school's single central record of recruitment checks. It is therefore important that such a record is kept and maintained. A school is expected to have a record of:

- All staff employed to work at the school,
- Staff employed as supply whether employed directly or through an agency.
- Other staff who work in regular contact with children such as volunteers or specialist

18.2. The record must indicate whether or not the following checks have been completed:

- Identity
- Qualifications legally required
- Right to work in the United Kingdom
- **Enhanced DBS or basic DBS check**
- Overseas checks where appropriate.

18.3 The record should also indicate the date on which each check was completed or the relevant certificate obtained and who carried out the check.

18.4 The date of the DBS check should be recorded on the central record of pre-employment checks. The Headteacher should place a copy of the email that confirms whether or not the disclosure is clear on the employee's file. If the disclosure was not clear and a risk assessment was completed, a copy of the risk assessment should also be kept on the employee's file. These documents should be retained permanently on file.

19. References

19.1. References should be taken up on all short listed candidates, including internal ones, before interviewing so that any concerns can be explored further with referees and investigated further at interview. At least two references should be taken up for external candidates, and at least one for internal candidates.

19.2 It is strongly advisable not to rely on testimonials or open references. On receipt of references the author should be telephoned to ensure authenticity of the reference and this should be logged.

19.3. Reference requests should contain details of the post on offer and should be structured to ask a referee to comment on specific areas relating to the post. Schools should always ask a referee to comment on the prospective employee's suitability to undertake the post on offer, to work with children and should specifically request any information on criminal convictions or disciplinary offences.

19.4 The purpose of collecting references is to obtain objective and factual information to support the appointment decision. The use of a pro forma, tailored to the specific needs of the school, will help achieve this. Job descriptions and person specifications should always be provided so that the referees can comment on the individual's suitability for the specific post in question.

19.5 Every reference request must ask the following (Please see appendices, 2 and 3 for reference request templates):

- Referee's relationship to the candidate – how they know them, how long they have known them and in what capacity.
- Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, based on the information provided in the job description and person specification.
- Confirmation of person's current job title and salary
- Specific verifiable comments about applicant's performance and conduct
- Details of any disciplinary procedures in which the sanction (e.g. a written warning) is current
- Details of any disciplinary procedures the applicant has been subject to involving issues related to safety and welfare of children or young people, including any in which the sanction has expired
- Details of any formal capability procedures within the past two years

- If any concerns or allegations about the candidate's suitability to work with children have arisen, what these were and how they were dealt with

19.6 On receipt of these references any anomalies or areas that are vague should be thoroughly investigated. Where necessary, clarification should be sought by telephone and referees asked to confirm in writing any key extra information provided. A written record of any telephone conversation must be kept with the personnel notes.

19.7 Any information about past disciplinary action, allegations or concerns (including those with child protection connotations) should be considered in the circumstances of the individual case. Where there are concerns or a history of repeated concerns or allegations, it is strongly advised that you contact Business Support (HR) for more advice.

19.8 Failure of the MAT to obtain satisfactory references based on the information provided to the MAT by the applicant, may result in an offer of employment being withdrawn or commencement of employment to be delayed.

20. Recording, Retaining and Sharing Information

20.1 All paperwork relating to unsuccessful applicants should be retained for an initial 6-month period and then confidentially destroyed in accordance with data protection regulations.

20.2 Confidentiality will be maintained in relation to the information obtained during the process and about the selection process itself.

21. Induction

21.1 The importance of a structured induction process for all new appointments is recognised to ensure that new recruits are effectively initiated into their jobs and integrated into the School. ~~refer to the MAT's Staff Induction Policy for further details.~~

Appendix 1 – Template of example invite to Interview letter

NAME
ADDRESS
DATE

Dear NAME,

POST, SCHOOL

Following receipt of your application form I am pleased to inform you that you have been short-listed for the above post and I am therefore delighted invite you to attend interview on the DATE.

The Selection day will be held at VENUE, ADDRESS. Please visit the schools website for the location and more information – INSERT LINK TO WEBSITE. There is parking on the premises, although it is limited.

Please arrive at TIME, ready to start your interview at TIME. Please report to reception on arrival. It is anticipated that the selection process will last until TIME. *Include if lunch is being provided - Lunch will be provided, therefore of you have any dietary requirements please could you let me know about these in advance.* Please could you advise me in advance if you have any access or other special requirements which affect your attendance at interview, your ability to participate fully in the interview or which may result in the need for us to make adjustments to the assessment process.

The interview panel will consist of the following members (if known):

Name, job title
Name, job Title
Name, Job title

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before we make an appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information.

The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children. *If applicable, please include details of any presentations and activities, including timings, presentation titles and facilities available.* The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation. Please also bring with you original documents confirming your qualifications gained and an original document verifying your identity, e.g. a valid passport or driver's license. You also need to bring original documents that prove your entitlement to work in the UK. Details of acceptable documents can be found on the UK Borders Agency website in the comprehensive guidance booklet for employers. To find this go to: www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/preventingilleg alworking/, open the download at the side of the page, and scroll to lists A and B.

Please also note that as stated on the application form references are requested after short-listing and therefore your nominated referees will receive a written reference request over the next few days.

I would be grateful if you could contact me to confirm your attendance at the interview. If you have any questions/queries relating to the selection process I will be happy to respond to them.

We look forward to meeting you on the **DATE**.

Yours sincerely,

Name of Headteacher

Appendix 2 – Reference request letter example template for teaching staff

Name
Address
Date

Dear **Name**

I have received an application from «**Candidate**» for the post of **XXXXX at XXXXX School**. Your name has been given as a referee and therefore, I should be grateful if you would complete and return the attached form in relation to the above person. I attach a copy of the job description and Person specification / Role Profile for your information.

References should include all matters that might have any relevance to protection of children, including information on attitudes and approaches to children, past incidents of concern even when these have been resolved, and any guidance given relating to child protection issues. They should also include information on performance, attendance and absence, whether dealt with formally or informally.

You have a responsibility to ensure that the reference is accurate and does not contain any material misstatements or omissions. The information you provide will help us ensure that we are able to make a fair and safe appointment and is being requested in line with the DfE Safer recruitment guidance 2007 and the DfE Guidance – “Sharing Information on Children and Young People” December, 2005.

I should be grateful to receive a reply, **by <<Date>>**.

Please accept my thanks in anticipation of your assistance.

Yours sincerely

Headteacher
Enclosure – Reference request form

Reference Request Example template

***** School

Post?

Teacher's name:	
Position: (whilst employed by you)	
School:	
Date Employment Commenced:	
Date Employment Ended:	
Reason for Employment Ending:	
Salary:	
Capacity in which this person is known to you:	
Please comment on the person's ability to fulfil the position specified:	
Please comment on the person's suitability to work with children:	
Has this person been the subject of any disciplinary offences? (Please include details of any offences relating to the safety of children or young people and the outcome of any enquiry, including those for which the sanction has expired).	
Any other comments:	

Please be advised that you have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission. Relevant factual content of the reference may be discussed with the applicant.

Please give a rating for each of the following areas:

	Excellent Top 5%	Good	Average	Weak	No knowledge
Effectiveness in the classroom					
Quality of teaching					
Relationships with students					
Ability to communicate					
Relationships with colleagues					
Relationship with leaders/managers					
Ability to work as part of a team					
Understanding of professional accountability					
Genuine interest in children					
Determination to achieve high standards with young people					
Ability to work supportively and non-confrontationally with young people					
Tolerance and adaptability					
Meeting deadlines					
Personal organisational skills					
Quality of written English					
Ability to manage a demanding workload					
Ability to work under pressure					
Timekeeping					
Accuracy of work					
Trustworthiness and honesty					
Willingness to 'go the extra mile'					
Willingness to take responsibility for own professional development					
Positive and optimistic attitude to school issues					
Willingness to work hard					
Knowledge of subject, course and exam requirements					
Willingness to take a role in extra curricular activities					
Acceptance that in education change is now the norm					
Interest in broader educational issues					
Openness to advice and criticism					
Standard of personal presentation at school					
Discretion about professional matters					
Loyalty to the school					

I recommend this candidate without reservation for the post	
---	--

I recommend this candidate for the post	
---	--

I do not recommend this candidate for the post	
--	--

Signature:

Position:

Date:

Appendix 3 – Reference Request example for Non-Teaching Staff

Name
Address
Date

Dear Name

«Post»

I have received an application from «Candidate» for the above post at XXXXX School.

Your name has been given as a referee and therefore, I should be grateful if you would complete and return the attached form in relation to the above person. I attach a copy of the job description and Person specification / Role Profile for your information.

References should include all matters that might have any relevance to protection of children, including information on **attitudes and approaches to children, past incidents of concern even when these have been resolved**, and **any guidance given** relating to child protection issues. They should also include information on performance, attendance and absence, whether dealt with formally or informally.

You have a responsibility to ensure that the reference is accurate and does not contain any material misstatements or omissions. The information you provide will help us ensure that we are able to make a fair and safe appointment and is being requested in line with the DfE Safer recruitment guidance 2007 and the DfE Guidance – “Sharing Information on Children and Young People” December, 2005.

I should be grateful to receive a reply, by **Date**.

Please accept my thanks in anticipation of your assistance.

Yours sincerely

Headteacher
Enclosure – Reference request form

Non – Teaching Staff Reference Request example

NAME OF APPLICANT:

POST:

Post held whilst employed by you (if applicable):

Employment Start/End Date (if applicable):

How long have you known the applicant and in what capacity?

Please complete each section using the following scoring system:

4 – Outstanding (top 5%)

2 – Average

3 – Good

1 – Weak

0 – Unable to comment

Ability to prioritise and manage time		Honesty	
Sensitivity to the needs of others		Ability to work as a team member	
Ability to work under pressure		Ability to meet deadlines	
Punctuality		Soundness of judgement	
Flexibility		Initiative	
Dedication and Commitment		Acceptance of positive criticism	
Personal and emotional stability		Positive approach and optimism	
Administration efficiency		Public presentation	
Dependability and co-operation		Discretion	
Sense of humour		Command and accuracy of written English	

If you were looking to fill a similar post would you: (please circle the appropriate number)

- 4 Go out of your way to seek to appoint or retain this candidate
- 3 Be happy to appoint or retain this candidate
- 2 Be prepared to appoint or retain this candidate if there were no better candidates available
- 1 Definitely not appoint or retain this candidate

Further comments:

Appendix 4 - Example questions designed to examine an interviewee's attitudes toward safeguarding children.:

- What do you feel are the main drivers that led you to want to work with children?
- How do you motivate young people?
- What has working with children, to date, taught you about yourself?
- Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation?
- Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?
- What are your attitudes to child protection? How have these developed over time?
- What are your feelings about children who make allegations against teachers or staff?
- How do you feel when someone holds an opinion which differs from your own? Give me an example. How did you behave in this situation?
- Have you ever had concerns about a colleague? How did you deal with this?
- Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?
- What is the safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things?
- Give me an example of when you have had safeguarding concerns about a child. How did it arise? Who did you speak to? What actions did you take?
- Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? What were the circumstances? How did you go about it? What was the outcome?