



Sir Martin Frobisher Primary Academy



RECRUITMENT AND SELECTION POLICY

September 2018

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The governing body are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Recruitment and selection of new employees is one of the most important functions for School management and the governing body. Recruiting the wrong person can be costly and time consuming.

The 'Safeguarding Children and Safer Recruitment' guidance emphasises that all organisations that work with children share a commitment to safeguard and promote their welfare and that all organisations that provide services or work with children should:

- have a leadership team that is committed to childrens well-being and safety;
- be clear about people's responsibilities to safeguard and promote children's welfare;
- have effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people;
- have procedures for dealing with allegations of abuse against members of staff and volunteers;
- make sure staff get training that helps them do their job well;
- have procedures about how to safeguard and promote the welfare of young people

1.1 Aims and Objectives

REAch2 recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people. Our recruitment, vetting and induction policy outlines the school's procedures to protect pupils from coming into contact with people who may wish to cause them harm and should be read alongside other key safeguarding documents such as our child protection policy. The aims of this policy are:

- To ensure safeguarding and promoting the welfare of children and young people is an integral factor at each stage of the recruitment and selection process.
- To ensure a consistent and equitable approach to the appointment of all school-based staff is conducted in a fair, effective and economic manner.
- To attract and recruit suitable skilled and motivated staff to help raise standards and reduce risk to children and young people
- To ensure all appropriate checks are carried out on new staff who work with pupils , including references, qualifications and DBS checks.
- To have comprehensive induction procedures for all school-based staff

2. Guidelines for Successful Staff Recruitment

The appointment of all employees at the school will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2002, the School Staffing (England) Regulations 2003 and the statutory guidance, Safeguarding Children and Safer Recruitment in Education Settings and the School's equal opportunities policy.

The Governing Body will ensure that people are 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.

The Governing Body has delegated all support staff appointments and all teaching appointments, below the level of Deputy Head, to the Head teacher. A member of the Governing Body will be invited to join the panel if they are available. The Head teacher may not delegate the final decision of appointment to any other senior manager or governor.

In the event that the Governing Body, in consultation with the Head teacher, decide to make a new appointment of an Assistant or Deputy Head teacher the Staffing committee of the Governing Body will agree the job description and person specification for the post. The statutory requirements for some staff in schools – notably headteachers and deputy headteachers – change from time to time and will be met in full by taking advice from our HR provider.

The Headteacher may decide to appoint internally for some posts after internal advertisement. In cases of internal advertisement the details will be posted, in writing, on the staff notice board giving at least 5 working days for applications to be made.

3. Pre – Recruitment Process

A vacancy can arise through the resignation or retirement of a member of staff, restructuring or through the creation of new posts.

Recruitment exercise will be carefully planned to ensure sufficient time is allocated to the process so safeguarding processes are not overlooked. The qualities, qualifications and experience needed for the post will be carefully considered but without making the selection criteria so tightly defined that exceptional candidates feel the post does not offer them the scope to further enhance their career.

3.1 Job Descriptions and Person Specification

Every post which is advertised should have a job description which expresses clearly and concisely the exact duties and responsibilities of the job. It should be written in non-discriminatory language and must not imply that certain groups will be more or less favoured, as this could be indirect discrimination and therefore unlawful. It is important to include in the job description the responsibility that each member of staff has to implement the school's equal opportunities and safeguarding policy. All job descriptions will include the following statement:

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority.”

The person specification is the key document in the recruitment procedure as it consists of the selection criteria to be used in the short listing and interviewing process. It should be drawn up at the same time as the job description and prior to the compilation of the advertisement. It clarifies the knowledge, skills, aptitude and experience that are necessary to carry out the duties and responsibilities of the post as described in the job description.

The job description and person specification should be sent with the application form and other documents to all those expressing an interest in a particular post. In drawing up the person specification, decisions should be made as to how each criterion can best be measured, for example, from the application form, by interview or by the use of some form of testing.

The panel should meet to decide which of the criteria included in the person specification can be assessed from the application form and therefore be used as short-listing criteria.

For posts with access to children and vulnerable adults you must include specific requirements, such as:

a) “Able to form and maintain appropriate professional relationships and boundaries with children, young people and other vulnerable adults”

b) For managers: “able to ensure employees observe the requirement above”. (This can be modified to suit the job)

c) “Ability to understand written information subject to a written test”.

d) “Working with other peoples „children; empathy and understanding of looking after other peoples „children from a range of backgrounds”.

e) “Ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and demonstrate appropriate coping mechanisms”.

NB: These are only examples – this list is not exhaustive.

3.2 Advertising

The advert for a vacancy will demonstrate the school’s commitment to safer recruitment and vetting procedures, protecting every potential applicant from unfair practice and ultimately safeguarding children as much as possible. All job advertisements (whether in newspapers or online) will carry the following statement:

“XX REAch2 Academy is committed to the protection and safety of its pupils. The advertised position is subject to an enhanced DBS check.”

3.3 Application Packs

Candidates information packs will also highlight the school’s commitment to safeguarding children; they will be aimed at encouraging applications from those suitable for the post and deterring unsuitable candidates from applying. The pack should contain:

- Cover letter
- Job description and person specification
- Information about the school
- Child protection policy
- Equal opportunities statement
- Guidance notes on completing the application
- Standardised job application form

This information will include details about the requirements for references and DBS check and a notice about the consequences of providing false information.

All applicants **MUST** complete the official application form – CV’s will not be accepted in place of the application form. All applicants will be expected to provide, through the application process:

- Full details of names, former names, DOB, current address, NI number
- Statement of academic/vocational qualifications
- Full history, in chronological order of education and employment

- Details of referees (one of whom must be the current employer)
- Statement that the post is exempt from the Rehabilitation of Offenders Act 1974
- A signed statement that the applicant is not on the ISA List
- A signed statement that the applicant is not subject to sanctions imposed by the teaching agency
- Have no convictions or cautions (If they do, details should be included in a sealed envelope)

4. Selecting Candidates

4.1 Short-listing

The short-listing panel should consist of at least two people, who are also members of the interview panel, who should meet and undertake the task together.

All applications will be scrutinised and any anomalies, discrepancies or gaps will be noted so that they can be taken up as part of the consideration of whether to short-list the applicant.

Any applications that are significantly incomplete should not be accepted or shortlisted.

Short-listing of candidates will be against the person specification for the post. All candidates will be assessed equally and short-listing will be a transparent process. The panel should record its decision about each application, in case of queries afterwards. Using the short-listing form applicants should be rated against each of the short-listing criteria to demonstrate that decisions were objective and without prejudice if necessary.

4.2 Checks before interview

Wherever possible, references will be taken up before interview so any discrepancies can be probed during the interview. References must include one from the current employer if the applicant is currently working with children; if they are not currently working with children a reference should be obtained from previous employment involving children if these are available. References or testimonials provided by the candidate will not be accepted. Candidates unwilling to agree to references from current employees will not normally be interviewed.

Referees will be sent the job description and person specification in the post and references must be made on the standard REAch2 reference proforma which includes specific questions relating to any disciplinary procedures the applicant has been subject to involving the safety and welfare of children or young people and any allegations or concerns that have been raised about the applicant's suitability to work with children.

Where necessary, references will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges. Where necessary previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

4.3 Interview

Short-listed candidates will be called to invite them to interview and this will be followed up by a letter/email confirming:

- Date, time and location of the interview
- Details of the interview panel
- Details of any tasks needed as part of the process e.g. teaching.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage where there is an exceptional overseas candidate but will be followed up by a face-to-face interview. At least one member of the interview panel will have completed “safer recruitment” training. Only in exceptional cases will the interview panel consist solely the Headteacher.

Candidates will always be required to:

- Explain satisfactorily any gaps in employment
- Explain satisfactorily any anomalies or discrepancies in the information provided
- To declare any information that is likely to appear on a DBS disclosure
- To demonstrate their capacity to safeguard and protect the welfare of children and young people.

All applicants who are invited to interview will be asked to bring documentary proof of their identity and qualifications in the letter inviting them to interview. (These must be original documents such as a driving licence, passport and certificates.) This letter will also contain notice regarding the panel asking questions related to child protection matters during the interview. A copy of all documentation will be kept for the personnel file.

Interviewers should agree in advance the areas to be covered in questioning which should relate to the person specification. These should be the same for each candidate, while allowing sufficient flexibility and informality to meet the above aim.

The aim of the questioning should be to obtain the fullest picture of the candidates' abilities, giving them the opportunity to demonstrate their strengths.

It is against the law to discriminate on grounds of race, colour, ethnic or national origin, nationality, sex, marital status or disability. Discrimination on the grounds of age is also unacceptable. Questions should not be asked about personal circumstances, such as marital status, intention to start a family or dependants, as they could be considered as bias against women, etc.

All copies of any notes relating to the short-listing and interview decisions must be retained for at least 6 months. Should any candidate complain of unfair selection or discrimination these notes should be referred to.

4.4 Disability Considerations

If any of the candidates has a disability, the person should be contacted in good time before the interview date in order to solve any problems related to parking, escort, suitability of access and arrangement of interview room.

Questions should not be asked about a person's disability unless it relates to the performance of the job, in which case it should be discussed objectively and without prejudice, considering possible adaptations and aids. Emphasis must not be placed on potential problems.

5. Successful Candidates

After the interviews the panel should discuss the performance of each candidate in turn in relation to the person specification. The chair should then ask the panel to come to an agreement on which candidates are to remain in consideration for the post. Occasionally no candidate will be suitable, in which case no recommendation for appointment will be made.

Unsuccessful candidates should be given the opportunity of a de-briefing by an appropriate person as soon as possible after the interview. This should focus on the person specification and the advice offered should be constructive and supportive. An offer of appointment to the successful candidate should be conditional on the satisfactory completion of the following:

- Receipt of at least TWO satisfactory references
- Verification of identity and the person's right to work in the UK.
- ISA check
- DBS clearance and where the appointee has lived outside the UK, a certificate of good conduct
- Confirmation of the candidates medical fitness
- Verification of qualifications
- Verification of professional status

A record should be kept to show that the above checks have been carried out for all relevant employees.

In the event of any of the following the offer of employment will be withdrawn. In certain circumstances police and independent safeguarding authority will be informed.

- Candidate found to be on ISA list
- Candidate found to be on the PoCA
- Disqualified from working with children – usually from the DBS clearance
- Candidate has provided false information.

6. Pre appointment checks

6.1 References

These should be requested prior to interview and ideally be received back before the interview. One of the referees must be the candidates current or previous employer or training provider.

Where references are provided by email, the referee must be requested to forward a signed copy of the reference by fax or scanned email.

Where the referee has not answered all the specific questions or where the reference is vague, the referee should be contacted for further clarification.

6.2 DBS Disclosure

All workers in schools are required to be subject to a disclosure by the Disclosure and Barring Service (DBS). The level of disclosure will be dependent upon the individual roles and responsibilities of each post.

Having a conviction will not necessarily bar someone from working in a job with children or vulnerable adults. The severity, nature, circumstances and timing of the conviction will need to be taken into consideration.

6.3 DBS Disclosure on overseas applicants

If the potential employee has lived abroad for a period of time or who comes from another country prior to working in the UK, then a UK DBS Disclosure will not give a full picture in respect of any criminal record they may have. In these cases applicants are required to obtain a Certificate of Good Conduct from their embassy as well as a UK DBS Disclosure.

6.4 Right to Work in the UK

It is a legal obligation that every employer in the UK verifies whether a potential employee has the right to work in the UK. The school must confirm the right of those employed to work in the UK and photocopying evidence to support their right to work in the UK, which can then go on their personal file and logged on the Central Record. Further information and details on permission to work in the UK can be found at the Direct Gov website.

6.5 Overseas Workers - Work Permits

Workers from overseas may require a work permit issued by Work Permits (UK) before being allowed to take a job in this country. It is essential that head teachers check that a successful candidate has the right to paid employment in this country before any offer of employment is made. Information on Work Permits (UK) can be found on their web site at www.workingintheuk.gov.uk

6.6 Overseas Workers – Qualified Teacher Status

Teachers trained in European Economic Area countries may be eligible for Qualified Teacher Status (QTS) in this country without further assessment. This can be ascertained by contacting the Teaching Agency.

Teachers who trained in Canada, USA, Australia and New Zealand are also deemed to have an equivalent qualification to QTS. All other overseas trained teachers will need to be assessed against the Standards for the Award of Qualified Teacher Status in England before they can be awarded QTS. Overseas trained teachers (OTTs) can be employed for up to four years by a school without gaining QTS. To gain a permanent appointment and to progress to the higher pay bands they do need QTS. Without QTS an OTT is known as an instructor teacher. Once an OTT is on the employment based route to QTS, known as the Overseas Trained Teacher Programme, they can be paid at qualified teacher rate.

7. Pre-employment checks for specific individuals

7.1 Teacher or Teaching Assistant Undertaking Training

The training provider, should provide evidence in writing to the school in which they are placed (in the same way as a Supply Agency would do) that they have carried out all the same checks that the schools would have done if they were their own staff (including DBS Disclosure, Identity check etc)

7.2 Supply Teachers

As with outside contracted staff, providing services such as music tuition, specialist sports coaching, supply teaching or specific courses that requires staff to work on school premises whilst children are in school, it is important that schools have evidence of the necessary checks in relation to these staff.

In a school environment it is essential to carry out or have evidence of the same standard of checks for all staff working in schools and the extended provision even if they are not employed directly by the school.

It is the Headteachers and Governors responsibility to ensure that these checks are being carried out. With this in mind, all outside providers should be requested to provide evidence of the same pre-employment checks that the school would complete if they were directly employing the staff themselves. This should be given in writing and in advance of the provider starting work at the school and should be agreed as part of any contract between the school and provider. Schools have the right to view the original copy of the Disclosure from the agency if it contains additional information. Evidence of checks from external providers should be recorded on the Central Record.

7.3 Agency Staff

A School must make sure that any agency they use follows the same standard of safe recruitment checks as the School. This should be evidenced in writing by the agency. Headteachers should ensure that the recruitment checks have been completed prior to their start day in the same way as they would their own staff. Safe recruitment checks must be part of the contract agreement between establishments with children and the Agency.

8. Job Share Arrangements

As an Equal Opportunities employer, is committed to enabling jobs to be available to staff wishing to job share. The Governing body is encouraged to actively consider the possibility of job sharing when appointing staff.

Job sharing is most commonly defined as two employees voluntarily sharing the duties and responsibilities of one full-time post. It can bring flexibility and opportunities which are of benefit to both the employees involved and the school. A very positive contribution may be made in terms of commitment, enthusiasm

and energy, by two people opting to share a post. Job sharing also has the advantage of retaining skilled and experienced staff, thus bringing stability and continuity.

9. Statutory Induction

All successful candidates will receive induction training that will include the school's safeguarding practices, health and safety induction and guidance on safe working practices. Staff will be given a copy of the staff handbook and will have regular meetings during their first 3 months. All staff should be asked to sign to say they have been inducted in these areas.

The purpose of induction is to:

- Provide training and information about school policies and procedures
- Support individuals in a way that is appropriate to the role for which they have been employed
- Confirm the conduct expected of staff
- Provide opportunities for the new member of staff to discuss any issues or concerns about their role or responsibilities

10. Monitoring

It is necessary to monitor the effectiveness of appointment and induction processes.

The School is required to monitor analysis with respect to ethnic origin, gender and disability of all job applicants for all posts.

To allow for future recruitment practices to be better informed, the monitoring should also cover staff turnover and reason for leaving; exit interviews and attendance of new staff at safeguarding training.