

# Haringey Schools Policies

## Model Recruitment Policy

(incorporating safer recruitment practice)

<b>Date of issue:</b>	<b>XXX</b>
Status: This Model Safer Recruitment Policy is effective from XXX. A process of consultation with the relevant trade unions has been undertaken. This policy is the recommended policy for adoption by the Governing Bodies of Community and Voluntary Controlled schools. Voluntary aided or foundation schools may also choose to adopt it. Advice and support on this policy is available from the school's HR service.	

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# 1. Introduction

- 1.1 This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, contractors, agency workers and volunteers to share this commitment.
- 1.2 The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education. This can only be achieved through sound procedures, good interagency cooperation and the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.
- 1.3 This policy is to be read in conjunction with [Keeping children safe in education, Statutory guidance for schools and colleges, July 2015](#)<sup>1</sup> (KCSIE). This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non – Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Where there is any conflict between the interpretation of this Policy and the Guidance, the Guidance shall take precedence and be followed. In the event of any uncertainty advice from the school's HR service or legal services should first be sought. In the event that the Guidance is superseded within the period of time when this Policy is to be reviewed, then the Policy must be taken as being read in conjunction with the superseding Guidance as if the existing Guidance were being followed.

# 2. Purpose

- 2.2 The purpose of this policy is to clearly set out a recruitment process that aims to:
  - Attract the best possible applicants to vacancies, who operate with integrity and share the values of the school;
  - Deter prospective applicants who are unsuitable for work with children or young people;
  - Identify and reject applicants who are unsuitable for work with children and young people.

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<sup>1</sup> [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

### **3. Scope**

- 3.3 This policy applies to all job applicants, potential and existing workers, as well as governors, contractors and agencies, and volunteers where appropriate.

### **4. Equality**

- 4.1 The recruitment process must always be applied fairly and in accordance with employment legislation and the school's Equality and Diversity in Employment Policy.
- 4.2 This school recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, effective and promotes equality of opportunity.
- 4.3 All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare both spent and unspent convictions, cautions and bind-overs, and have Enhanced Disclosure and Barring Service clearance. However, certain old and minor offences from criminal record certificates may be excluded. The filtering rules, together with the list of offences that will never be filtered, are available from [DBS Filtering Guide](#)<sup>2</sup>. Where 'soft information' is made available by the Disclosure and Barring Service, this will also be taken into consideration.
- 4.4 The school is committed to ensuring people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. The disclosure of a conviction or caution does not necessarily mean that an applicant will not be appointed and that the main consideration will be whether the offence would make the person unsuitable for the type of work that they have applied to do.

### **5. Roles and responsibilities**

- 5.1 The governing body will:

- Ensure the school has effective policies and procedures in place for the recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements

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<sup>2</sup> [www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide](http://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide)

- Monitor the school's compliance with the policies and procedures
- Delegate responsibility to the headteacher to lead in all appointments outside of the leadership group. School governors may be involved in staff appointments. The headteacher may delegate the selection process of staff outside of the leadership group to other managers in the school, but remains responsible for the decision to appoint.

5.2 The headteacher and other managers involved in recruitment will:

- Ensure that the school operates safer recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school
- Monitor contractors' and agencies' compliance with this document
- Promote welfare of children and young people at every stage of the procedure
- Ensure that at least one of the recruiting managers involved in each recruitment process has successfully received accredited training in safe recruitment procedures. The school will maintain an accurate record of all staff and governors that have successfully completed safer recruitment training.

5.3 All potential and existing workers, including volunteers will comply with this document.

5.4 All contractors and agencies will comply with safer recruitment pre-employment checks.

## **6. Recruitment process**

### **6.1 Review of the vacancy**

6.1.1 When a vacancy arises, the school will take the opportunity to revisit the job requirements.

6.1.2 This will involve a review of the job description and person specification where it is a like for like replacement role. This review will be undertaken by the headteacher or delegated manager, and may include the role being re-evaluated.

6.1.3 Authorisation for new posts within the organisation is dependent upon funding and budgetary requirements. Where such recruitment has not been accounted for, authorisation will be sought from the governing body.

### **6.2 Job Descriptions and person specification**

6.2.1 All roles have a job description and person specification, which contain the following:

- A definition of the role, together with key duties and responsibilities.
- A description of the range of skills, attributes and qualifications required.
- A statement of the school's commitment to safeguarding and promoting the welfare of children.
- All job descriptions and person specifications will always be strictly relevant to the job, and all criteria must be objective, measurable and justifiable.
- Pay scale or pay range and any allowances attributed to the post (e.g. TLR payment)
- Details of working time arrangements where appropriate, for example term time only or 52 weeks.

6.2.2 A template job description and person specification is at Appendix 1. Model job descriptions are available from the school's HR service.

### **6.3 Advertising**

6.3.1 To ensure equality of opportunity, the school will advertise all vacant posts to encourage as wide a field of candidates as possible. This usually means that posts are advertised externally.

6.3.2 Where there is a reasonable expectation that there are sufficient qualified internal candidates, or where employees are at risk of redundancy, an internal advertisement may be considered appropriate. A clear and transparent recruitment process should be followed in all cases. The schools' reorganisation policy provides more detail of the steps to be taken where employees are at risk of redundancy.

6.3.3 The School Staffing (England) Regulations 2009 specify that the governing body must advertise and head teacher vacancy or post in such manner as it considers appropriate, unless it has good reason not to. It is recommended that the governing body seeks advice from the local authority, before deciding not to advertise.

6.3.4 Adverts should be written to appeal to all sections of the community, clear and concise and written in plain and non-discriminatory language and include:

- Brief requirements of the job.
- A brief description of the school and the location.
- The salary and any other benefits.
- The length of contract (if appropriate, it must be stated whether the appointment is temporary and if so, the reason for this e.g. to cover maternity leave).

- All adverts will indicate that a Disclosure and Barring Service (DBS) check will be undertaken, or refer to an advert on the school's website which states this and includes a commitment statement regarding the safeguarding of children. For example **“The school is committed to safeguarding children and young people, and expects all staff and volunteers to share this commitment. The school follows safe recruitment practices to protect children from risk of harm, and all post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.”**
- The closing date. Normally advertisements will have a closing date of a minimum of 10 working days after the date the advertisement appears.

6.3.5 It is advisable for schools to include their commitment to diversity and equal opportunities in the advertisement. All advertisements placed by the Haringey Council include the statement *‘An Equal Opportunity Employer’* and it is recommended that schools adopt a similar statement to incorporate into their advertisements. Haringey Council also places the *‘Positive about disabled people’* logo on all of its advertisements, (the two ticks). This commits the Council to interviewing any candidates with a disability who meet the essential criteria of the person specification. Schools are strongly encouraged to place this on their advertisements as well.

## 6.4 Applicants

6.4.1 Prospective applicants will be supplied, as a minimum, with the following documents as part of an application pack:

- The job description and person specification;
- The school's child protection policy;
- The school's safer recruitment policy (this document);
- Details of the selection procedure for the post;
- An application form;
- Equal opportunities monitoring form.

## 6.5 Applications

6.5.1 The school uses standard application forms (standardised for teaching posts, support staff and volunteers). CVs will not be accepted.

6.5.2 The application form includes the following:



- A section for self-declaration of convictions or relevant information<sup>3</sup>, consent for DBS check, and a statement to say failure to disclose (other than in respect of "protected" convictions or cautions) will result in termination of the post.
- A section for personal details, qualifications, experience and employment history.
- A request for contact details of two referees.
- A requirement for candidates to account for any gaps or discrepancies in employment history. Where an applicant is short-listed, these gaps will be discussed at interview.
- A clear statement that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies.

6.5.3 If a disabled applicant requests an application pack in an alternative format, such as in Braille or Audio, then this request must be complied with. Please contact the school's HR service for further advice. Where the role is not advertised on the Haringey website, the job advertisement will need to make clear that disabled applicants may request an application pack in alternative format.

## **6.6 Shortlisting**

6.6.1 Shortlisting is the process of analysing all applications and considering them in terms of how far they meet the requirements of the job description and person specification. The criteria must be objective and apply equally to all candidates. No one should be involved in any stage of the selection process if they have a close personal or family relationship or other connection, which may present a conflict of interest with any of the applicants. Staff must declare to the relevant headteacher, any conflict of interest as soon as they become aware of it at any point in the recruitment process. A record of any declaration will be made.

6.6.2 The interview panel should carry out the shortlisting. If possible, all those candidates who meet the essential criteria should be interviewed. Where the application form shows no evidence of meeting one or more essential criteria, no further consideration should be given to that candidate. Where a large number of applicants meet the essential criteria, the desirable criteria should be used to reduce the number of applicants. Decisions should be made purely on the information on the form and assumptions (either positive or negative) should not be made.

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<sup>3</sup> The disclosure of convictions, cautions or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

- 6.6.3 Disabled applicants who meet the essential criteria must be interviewed, regardless of the number of applicants. Consideration will be given to making reasonable adjustments for the disabled candidate to compete on an equal basis with candidates who do not share the disabled persons protected characteristic.
- 6.6.4 The shortlisting process must be documented for each applicant (see Appendix 2 for a model shortlisting form). Only candidates who meet all of the essential criteria should be invited for interview. The desirable criteria may be used to reduce the shortlist to a manageable number. It may be appropriate for the criteria to be ranked in order of importance and weighted to reduce the shortlist further.
- 6.6.5 Shortlisted candidates should be contacted as soon as possible and invited to interview (see Appendix 3 for template invitation to interview letter).
- 6.6.6 It is good practice to write to those candidates not shortlisted for interviews (See Appendix 4 for a template not shortlisted letter). However if this is not possible, then there should be a statement in the application pack saying that if people have not heard with 20 working days/by the date of the interview then they should assume that their application is not successful.

## **6.7 References**

- 6.7.1 Two references for short-listed candidates will be requested immediately after short-listing. Wherever possible, both references will be taken up before the selection stage, so that any discrepancies can be explored during the interview process.
- 6.7.2 Where candidates have indicated on their application forms that they do not wish their current employer to be contacted, references will be taken up immediately after interview and prior to any offer of employment being made. Teachers will be expected to provide details of their current headteacher as one of their two referees.
- 6.7.3 References must be in writing, specific to the job for which the candidate has applied and directly from the referee - open references or testimonials are not acceptable. The school will not accept references from relatives or people writing solely in the capacity as a friend.
- 6.7.4 Where necessary, referees 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.

6.7.5 Reference requests will specifically ask for details of:

- The referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.
- The applicant's current post and salary.
- The applicant's performance history and conduct including details on any situation where any formal action has been taken using capability procedures within the last two years.
- Any disciplinary procedures for which the sanction is current.
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those processes.
- Details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

6.7.6 The school uses a standard reference request form to ensure the details outlined above are included.

6.7.7 References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview or after offer.

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

## **6.8 Secretary of State Prohibition Orders (teaching roles)**

6.8.1 In all cases where an applicant is to undertake a teaching role of any kind a Prohibition Order check will be made using the Employer Access Online Service. This should be performed at the shortlisting stage but will always be made before any offer of employment is made.

6.8.2 Prohibition orders prevent a person from carrying out teaching work in schools, including academies (including 16-19 academies and free schools), local authority maintained schools, non-maintained special schools and independent schools as well as sixth form colleges, relevant youth accommodation and children's homes. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

6.8.3 Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the National College for Teaching and Leadership (NCTL). Pending such consideration, the Secretary

of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

## **6.9 Selection techniques including interviews**

6.9.1 Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

6.9.2 Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link). A template interview scoring sheet is at Appendix 5.

6.9.3 Candidates will always be required to:

- Answer questions relating to their suitability for the role and how they meet the requirements of the job description and person specification;
- Explain satisfactorily any gaps in employment;
- Explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- Declare any information that is likely to appear on a DBS check; and
- Demonstrate their capacity to safeguard and protect the welfare of children and young people.

6.9.4 Other selection methods may also be used where these are appropriate to the post, for example:

- An observed activity with children;
- In tray exercises can be used to test organising, prioritising and time management;
- Presentations can be used to assess presentation and research skills; and
- Case studies can be used to evaluate problem solving and written communication skills.

## **6.10 English Fluency**

6.10.1 Employees working in a customer-facing role must be able to speak fluent English. This means that they must have a command of spoken English that is sufficient to enable the effective performance of the role. This duty applies to existing staff and new recruits.

6.10.2 The fluency duty does not create a higher standard than already required for Teachers in local authority maintained schools who are already annually appraised against the Teachers Standards.

## **6.11 Pre-employment checks**

6.11.1 All successful applicants are required to:

- Provide proof of identity and right to work in the United Kingdom;
- Complete a DBS application and receive satisfactory clearance;
- Have a satisfactory certificate of good conduct relating to time spent living outside of the UK, where applicable;
- Pass a prohibition from teaching check (see paragraph 6.8);
- Provide actual certificates of professional qualifications, as deemed appropriate by the school;
- Complete a confidential health questionnaire and be deemed mentally and physically fit to perform the role;
- Complete a childcare disqualification declaration; and
- Provide two satisfactory references (see paragraph 6.7).

### **6.11 Disclosure and Barring Service (DBS)**

6.11.1 The school will request an Enhanced DBS Certificate through the school's HR service including a children's barred list check for all staff and volunteers (including governors) engaged in regulated activity.

6.11.2 According to KCSIE regulated activity includes:

- a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly.

Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- c) Relevant personal care or health care provided by or provided under the supervision of a health care professional:
  - Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
  - Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

6.11.3 When the DBS has completed its check of an applicant's record and, if appropriate, whether or not they are on the children's barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent

to the applicant. The applicant must show the original DBS certificate to the school before they take up post.

6.11.4 Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

6.11.5 Before using the DBS Update Service the school will:

- Obtain consent from the applicant to do so;
- Confirm the certificate matches the individual's identity; and
- Examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information.

6.11.6 The school will refer to the DBS anyone who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left, if there is reason to believe that they pose a risk of harm to a child or vulnerable adult. Further guidance on referrals can be found at [www.gov.uk](http://www.gov.uk)<sup>4</sup>

## **6.12 Disqualification by association**

6.12.1 In line with [Disqualification under the Childcare Act 2006 guidance](#)<sup>5</sup>, relevant staff are disqualified from working in the school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

6.12.2 Staff are covered by this legislation if they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception age) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare. This includes:

- Early years provision - staff who provide any care for a child up to and including reception age. This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- Later years provision (for children under 8) - staff who are employed to work in childcare provided by the school outside of school hours for children who are

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<sup>4</sup> [www.gov.uk/government/collections/dbs-referrals-guidance--2](http://www.gov.uk/government/collections/dbs-referrals-guidance--2)

<sup>5</sup> [www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)

above reception age but who have not attained the age of 8. This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

This means that staff employed who work in the following roles are not covered, i.e. staff who:

- only provide education, childcare or supervised activity during school hours to children above reception age; or
- only provide childcare or supervised activities out of school hours for children who are aged 8 or over; and
- have no involvement in the management of relevant provision.

6.12.3 The school will take steps to gather information about whether a relevant member of staff is disqualified by association by asking them to declare any cautions or convictions for a relevant offence; where a care order is issued with respect to a child who has been in the person's care; whether they or anyone living or employed in their household is named on the DBS Children's Barred List. Staff are expected to inform the school immediately should circumstances change and they believe that they may meet the criteria for disqualification by association.

6.12.4 The school will keep a record of those staff who are employed to work in or manage relevant childcare and record the date on which disqualification checks were completed on the Single Central Register.

6.12.5 In the event of information leading to disqualification by association being obtained, the school will follow guidance set out in the Disqualification under the Childcare Act 2006 guidance.

### **6.13 Proof of identity and right to work in the UK and verification of qualifications and professional status**

6.13.1 Successful applicants for all posts will be required to provide proof of identity by producing documents in line with those set out in The Immigration, Asylum and Nationality Act 2006 e.g. passport, birth certificate, driving licence etc. Similar information is also required to undertake a DBS check on the preferred candidate. These checks will be completed by the school's HR service.

6.13.2 The school will verify that successful candidates have actually obtained any qualifications legally required or deemed essential for the job, and as stated in their application by asking to see the relevant certificate, or a letter of confirmation from the awarding body / institution.

## **6.14 Fitness to undertake the role**

6.14.1 A confidential pre-placement medical form must be completed to verify the successful candidate's mental and physical fitness to carry out their work responsibilities.

## **6.15 Individuals who have lived or worked outside the UK**

6.15.1 The school ensures individuals who have lived or worked outside the UK undergo the same checks as all other staff. In addition, the school may take steps to further investigate any relevant events that occurred outside the UK.

6.15.2 When appointing a UK citizen who has lived overseas or a non UK citizen, a Certificate of Good Conduct must be obtained (where possible) from the embassy of the country the applicant has specified they have spent a significant period of time in.

6.15.3 If an applicant is unable to provide a Certificate of Good Conduct, evidence must be presented to show that an attempt to obtain a copy has been made.

6.15.4 Any costs incurred for obtaining a Certificate of Good Conduct must be met by the individual and will not be reimbursed.

6.15.5 If an applicant is unable to obtain a Certificate of Good Conduct then a Risk Assessment Form must be completed and signed off. All other pre-employment checks must be completed.

## **6.16 Agency and third-party staff and trainee teachers**

6.16.1 The school ensures written notification is obtained from any agency, third-party organisation or teacher training institution to confirm that appropriate recruitment vetting checks have been obtained for any individual working at the school in regulated activity.

6.16.2 The school checks the identity of all agency or third party staff on arrival at the school.

## **6.17 Current staff**

6.17.1 The school reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.



## **7. Offer of Employment**

- 7.1 It may be possible to negotiate a provisional start date with the preferred candidate. However, with the exception of the DBS disclosure (unless the DBS Online Update Registration service is available), the pre-employment checks detailed above (i.e. satisfactory DBS Certificate, references, medical checks, prohibition checks, childcare disqualification checks and waivers, copies of qualification and proof of identity) must all be completed before a person's appointment is confirmed.
- 7.2 In the case of DBS disclosures, the certificate must be obtained/verified before or as soon as practicable after the appointment is made. In exceptional circumstances, where an individual starts work before the DBS certificate is available, then the school will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.
- 7.3 Once all pre-employment checks have been satisfactorily completed / received, The school's service will make an offer of employment and will issue the contract of employment. The contract will be issued as soon as possible but in all circumstances within eight weeks of employment commencing.

## **8. Unsuccessful Candidates**

- 8.1 It is good practice for the headteacher or chair of the interview panel to contact unsuccessful candidates as soon after the interview as possible to offer feedback about the interview.
- 8.2 When giving feedback, it should be:
- Honest and non discriminatory;
  - Related to the individual's performance at the interview;
  - As detailed as possible using examples from the interview; and
  - Constructive and helpful for the individual.

## **9. Retaining records and data protection**

- 9.1 The school must retain all interview notes on all applicants for a 6 month period after notifying unsuccessful candidates, after which time the notes will be destroyed (e.g. shredded).

## **10. Personal file records**

10.1 The school will retain the following information, which will make up part of the personal file for the successful candidate:

- Application form
- References
- Proof of identification
- Proof of academic qualifications
- Evidence of medical clearance from Occupational Health (where applicable)
- Evidence of the DBS clearance (ie: the notification form or certificate reference number, not the actual DBS form or certificate)
- Certificate of Good Conduct (where applicable to DBS checks)
- Positive Disclosure Review sheet (maintained if applicable/agreed)

## **11. Single central record**

11.1 In line with DfE requirements, the school will keep and maintain a single central record of recruitment and vetting checks. The central list will record all staff who are employed at the school, including casual staff, teacher trainees on salaries routes, supply staff whether employed directly or through an agency, volunteers, governors who also work as volunteers, and those who provide regular additional teaching or instruction for pupils but who are not staff members (eg: regular specialist workshop leaders).

11.2 The central record will indicate whether or not the following have been completed:

- Identity checks;
- Qualification checks for any qualifications legally required for the job;
- Checks of right to work in the United Kingdom;
- DBS Enhanced Disclosure and barred list check;
- Prohibition from teaching check;
- Further overseas records where appropriate; and
- Who undertook the check and the date on which the check was completed or the relevant certificate obtained.

11.3 In order to record supply staff provided through an agency on the single central record, the school will require written confirmation from the agency that it has satisfactorily completed the checks described above. The school does not need to carry out checks itself except where there is information contained within the disclosure.

## **12. Volunteers and regulated activity**

- 12.1 The school welcomes the active involvement of parents, volunteers and members of the local community in school life. Parents and carers frequently help at school and on trips and outings on an occasional basis to support the curriculum, closely supervised by a member of staff. These helpers are not considered to be engaged in regulated activity and are therefore not subject to the Safer Recruitment Procedures. Guidelines for parents helping in school will be made available for parent volunteers for example the schools Safeguarding Policy.
- 12.2 However, some volunteers may be engaged in regulated activity and therefore are subject to Safer Recruitment Procedures. Further guidance on how this judgement may be made is contained within the [Keeping Children Safe in Education July 2015](#)<sup>6</sup>.
- 12.3 Governors are required to have enhanced DBS checks.

## **13. Monitoring and review**

- 13.1 The Governing Body will monitor the implementation of and compliance with this policy and procedures. This will include periodic audits of files and records by the Designated Safeguarding Lead and/or Nominated Governor as part of the school's wider Safeguarding Audit (as specified in the Safeguarding Policy).
- 13.2 The school's senior management and the governing body will ensure that action is taken to remedy without delay any identified issues.

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<sup>6</sup> [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

## Appendix 1 - Template job description and person specification

Please complete all sections as comprehensively as possible and state N/A if a section does not apply. This job description and person specification will be used as part of the recruitment process.

<b>Job title</b>	
<b>Post number</b>	
<b>School</b>	
<b>Department</b>	
<b>Responsible to:</b> <i>(give job title of the person to whom the postholder is directly accountable)</i>	
<b>Responsible for:</b> <i>(please give job titles, grades and attach a structure chart)</i>	
<b>Pay and hours:</b>	

### 1. Purpose of the job

This should be a brief summary

### 2. Main Responsibilities

This is the most important section. It should list the major areas in which the job must produce results in order to achieve its purpose. You need to explain what is done, how and at what level you expect the postholder to operate within the school.

### 3. Financial Accountability/Influence

- A. Give an overview of any budgets, expenditure, income for which the postholder has sole or shared accountability, or has some influence over. You need to explain the postholder's responsibilities in this area.
- B. List any external contracts or Service Level Agreements that the postholder manages, monitors or specifies.

**4. Additional Information**

Provide details of any other factors not already given which affect the job.

*e.g. particularly unpleasant working conditions, being the Council's specialist in a specific area, high political sensitivity.*

**5. We confirm that this form conveys a full and accurate description of the job as at ..... (date)**

<b>Postholder name</b>	
<b>Post holder signature</b>	
<b>Date</b>	
<b>Manager name</b>	
<b>Manager signature</b>	
<b>Date</b>	

**Person Specification**

**1. Education, Experience and Working Knowledge**

A. List the education, qualifications or training that the ideal postholder would need to perform the full duties of the post effectively. (This information should relate to the qualifications etc. required for the job and may not be the same as those held by the postholder).

*e.g. CIPD qualified or equivalent by experience*

B. How much work experience over and above any qualification (related and unrelated) would the postholder ideally need before appointment?

*e.g. 1 previous experience of working as a member of a team*

*e.g. 2 substantial management experience at a senior level*

C. Details of any specific knowledge required

*e.g. good working knowledge of planning regulations and legislation*



## Appendix 3 – Example interview invitation letter

### Strictly Private and Confidential

Dear

#### Invitation to Interview

I refer to your recent application for the position of (POSITION DETAILS e.g. Head of Science) and I am pleased to invite you to an interview to be held at (VENUE) on (DATE). A map is enclosed. I also enclose (ADDITIONAL INFORMATION), which provides more information and details about the school.

You should arrive at the School at (TIME), report to Reception, and ask for (CONTACT NAME). (E.g. additional assessment ~ *You should bring with you a recent example of your work, which you should be prepared to discuss as part of the assessment*)

Your interview will last approximately (LENGTH OF INTERVIEW) and the panel will include:

(NAME) (POST) Chair of the Interview Panel

(NAME) (POST) Panel Member

(NAME) (POST) Panel Member

Please let me know as soon as possible if there are any adjustments or arrangements that you may need to assist you in the interview process.

I would be grateful if you would contact (CONTACT NAME) on the above number to confirm your attendance.

Yours sincerely



## **Appendix 4 – Example not shortlisted letter**

**Strictly Private and Confidential**

Dear

**(Details of Post e.g. Head of Science)**

I refer to your application for the above post, and regret to inform you that you have not been shortlisted on this occasion.

I would however like to thank you for the interest you have shown in this vacancy and working at the school. If you require any feedback about your application, do not hesitate to contact me.

Yours sincerely



## **Appendix 6 – Example reference request letter**

Dear

Reference Request

(Candidates Name) has applied for the position of (Vacancy) at (Location) and has given your name your name as a reference to comment on their suitability for the post.

I enclose a copy of the job description and person specification for your information.

As any offer of appointment is subject to satisfactory references, I would be grateful if you complete the attached pro forma as fully as possible and return it to me in the enclosed pre paid envelope, as soon as possible and by (Date) at the latest. Alternatively you can email it to me at (Email address).

Many thanks for your assistance and if you have any questions do not hesitate to contact me.

Yours sincerely.

## REFERENCE REQUEST PROFORMA

Please continue on separate sheet if necessary

Name of applicant:

Job title (in your employment):

Start date:

Date of leaving (where applicable):

Reason for leaving:

Current or most recent salary or salary point, plus any allowances:

Capacity in which you know/knew the applicant:

Length of time you have known/knew them in this capacity:

In your view, does the applicant's overall performance suggest that they are equipped to fulfil the responsibilities of the post for which they are applying? (Please see enclosed Job Description and Person Specification.) Yes/No

If no, please comment:

Is the applicant (or were they at the date of leaving your employment) subject to any formal disciplinary or capability procedures or sanctions? Yes/No

If yes, please provide details:

In the preceding two years, has the applicant been subject to any formal capability procedures?

Yes/No

If yes, please provide details:

*(Regulation 8A of the School Staffing (England) Regulations 2009 requires schools (maintained or academy) to provide this information in relation to teaching posts. For other posts, referees are asked to provide relevant information as part of their obligation to provide a satisfactory and accurate reference.)*

Have any allegations or concerns been raised about the applicant that relate to the safety or welfare of children or young people or behaviour towards children or young people? Yes/No

If yes, in accordance with safer recruitment guidance, please include details of the outcomes of those concerns i.e. whether allegations or concerns were investigated, the conclusion reached and how matters were resolved.

Would you re-employ the applicant? Yes/No

If no, please comment:

In your opinion, is there any reason why the applicant should not be employed to work with children or be employed in a school or Pupil Referral Unit environment? Yes/No

If yes, please comment:

Please assess and rate (tick as appropriate) to the best of your knowledge, the applicant's ability, and typical performance in the following areas (continuing on a separate sheet if necessary):

	Excellent	Good	Satisfactory	Not satisfactory
1. Building and maintaining effective working relationships. (If currently or previously employed in a school environment, please assess relationships with pupils, parents, colleagues and the wider school community)				
2. Willingness to learn and develop/continuous professional development.				
3. Flexibility. (For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing)				
4. Team working. (Ability to work co-operatively with colleagues and share responsibility for team outputs)				

5. Ability to prioritise work and meet deadlines				
6. Ability to use own initiative appropriately				
7. Communication, both written and verbal, with varying audiences				
8. Contribution to your organisation/general life of the school				
9. For management or leadership posts only, people management and leadership skills				

**For teaching appointments only, quality of teaching** (overall, based on lesson observations during current/most recent performance management cycle)

Outstanding	Good	Requires improvement	Inadequate
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Comments:

**For all appointments, are there any aspects of the role where the applicant may need further development?**

Yes	No
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If yes, please comment:

Signed:	
Name:	
Position:	
Date:	

## **Appendix 7 – Example unsuccessful at interview letter**

**Strictly Private and Confidential**

Dear

**(Details of Post e.g. Head of Science)**

Thank you for attending an interview on (Date of Interview) for the above post. I regret to inform you that you have not been successful on this occasion.

I would however like to thank you for the interest you have shown in this vacancy and working at our school. If you require any feedback about your interview, then do not hesitate to contact me.

Yours sincerely