

Palace Wood Primary School

Recruitment Policy



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This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

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Part A – Policy

1 Policy Statement

This policy has been adopted by the Governing Body of Palace Wood Primary School to provide a policy framework for the recruitment and selection of staff to all posts within the approved staffing structure of the school. Palace Wood Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The Governors of Palace Wood Primary School fully understand their responsibilities in ensuring that recruitment procedures are free from unlawful discrimination in line with the Equality Act 2010. The Governors also fully appreciate the importance of fair, open and effective procedures to enable the school to recruit people with the right skills, aptitudes and attitudes.

The Governors of Palace Wood Primary School will ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education (KCSIE) 2018, Disqualification under the Childcare Act (DUCA) 2006 and related updates, the Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS).

The Governors of Palace Wood Primary School fully understand their responsibilities in managing the personal data of job applicants in line with the General Data Protection Regulations (GDPR).

All staff, governors and volunteers are expected to share a commitment to safeguard children and vulnerable groups and, as part of that commitment, follow 'Safer Recruitment' guidance in line with the Keeping Children Safe in Education – statutory guidance for schools and colleges (2018).

As part of our commitment to safeguarding children and vulnerable groups, Enhanced DBS checks and/or Barred List checks on all posts must be carried out where they are required.

All staff and governors involved in recruitment and selection decisions are required to work in ways that are entirely consistent with this policy at all times.

The school will ensure that training is provided for all staff and governors involved in the recruitment and selection of staff and that it is appropriate to their role.

It is a statutory requirement for maintained schools that all selection panels must include at least one member who has successfully completed safer recruitment training. This forms part of the School Staffing (England) Regulations 2009.

2 Scope

This Policy applies to all employees of Palace Wood Primary School.

3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of Palace Wood Primary School in Spring 2019 and supersedes any previous Recruitment Policy.

This policy will be reviewed by the Governing Body every 3 years or earlier if there is a need. This will involve consultation with the recognised unions.

4 Equal Opportunities Statement

This school is committed to ensuring that each stage of the recruitment and selection process is accessible to all. We will review the recruitment policy and procedure regularly to ensure that it takes account of the Equality Act 2010 and does not discriminate against applicants on the grounds of race, religion or belief, disability, age, pregnancy and maternity, gender reassignment, marriage and civil partnership, sex or sexual orientation.

5 ‘Prevent’

The school has a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”) to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

In carrying out its obligations under ‘Prevent’ the school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partnership status, disability or age.

6 Prior to Advertising

When a vacancy occurs the line manager will review the need for the post and consider all options (internal and external) before deciding that there is a need to recruit. If there is a need to recruit the job description and person specification should be reviewed in line with the school workforce plan prior to seeking the approval of the Headteacher to commence recruitment.

Consideration should also be given to the working hours and contractual arrangements for each post to ensure that posts are open to applicants wishing to work on a part-time or job-share basis where possible and practical.

7 Job Description

The job description is a statement of purpose and scope, and defines both the job role and expectations. It will:

- Summarise the job purpose/impact
- Set out key responsibilities and accountabilities
- Set out reporting and line management arrangements

An up-to-date job description and person specification will be available for each vacancy advertised. Managers will refer to the Professional Standards for Teachers and to the School Teachers’ Pay and Conditions Document (which sets out the expected attributes of Main Scale, Post Threshold, Advanced Skills and Excellent Teachers) when creating job descriptions for teaching posts.

All job descriptions should clearly state the post holder’s responsibility for promoting and safeguarding the welfare of children and young people.

8 Person Specification

The person specification is a description of the qualifications, experience, knowledge, skills, competencies and other attributes of the ideal person to fill the role.

It will classify each attribute as either 'Essential' to do the job or as a 'Desirable' attribute for the post holder to have and indicate how each attribute will be assessed e.g. application form, interview, reference, test etc.

All attributes should be measurable and quantifiable and should take care not to unlawfully discriminate against particular groups of people, either directly or indirectly.

9 Advertising

All vacant posts will be advertised in a fair, open and honest manner and will be advertised by means of a formal notice on the staff notice board as a minimum. In most cases, vacant posts will be advertised externally.

To demonstrate to potential job applicants our commitment to Safeguarding and the welfare of children, the following statement should be included on any relevant advertisements and documentation sent out to applicants:

Our School and all its personnel are committed to safeguarding and promoting the welfare of the children. This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.

10 Applications

All applicants must complete the relevant application form in full to enable the panel to shortlist in a fair and objective manner. The application form will include an explanation that all posts in school are exempt from the Rehabilitation of Offenders Act 1974, therefore all convictions, cautions and bind-overs (including those regarded as 'spent') must be declared unless they are considered a protected offence. N.B. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.¹

Failure to declare relevant information may disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice

The application form should also state that providing false information may be an offence and could result in de-selection. All applicants are required to sign and date the declaration.

The school may reasonably decide to reject an application where incomplete and/or ambiguous information is provided. Applications by CV or letter alone will not be considered.

11 Shortlisting

It is recommended that at least 2 people are involved in the shortlisting process, one of whom should be the line manager.

All shortlisting decisions will be made with clear reference to the skills and qualities set out in the person specification using an agreed method of scoring against the essential and desirable criteria. Each candidate will be considered on their own merit and shortlisting panels are reminded that positive discrimination (i.e. giving preferential treatment to applicants from under-represented or disadvantaged groups regardless of their ability to do the job) is unlawful.

¹ <http://hub.unlock.org.uk/wp-content/uploads/What-will-be-filtered-by-the-DBS.pdf>

The equal opportunities monitoring form will be separated from the main application form to reduce any likelihood of conscious or unconscious bias.

The notes of the shortlisting panel and details of the scoring will be retained for six months from the appointment date in line with the school's document retention schedule.

12 References

In order to comply with Keeping Children Safe in Education, it is the policy of Palace Wood Primary School that all references will be obtained and concerns resolved before confirming an appointment. This will be done either by letter seeking to verify the skills, experience, competencies and employment history of the applicant, or by a standard reference form.

Wherever possible, and with the consent of the applicant, references will be taken up before interview for teaching posts.

On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. Any discrepancies or anomalies should be noted and addressed during the applicant's interview.

Specific questions should be included to explore the applicant's suitability to work with children and, if the referee has any concerns, they should be asked to give their reasons.

In order to comply with the Equality Act 2010, reference requests sent prior to an offer of employment will not request details of attendance or absence however; further information may be requested and compared with the medical questionnaire following the applicant's acceptance of an offer of employment.

References will be sought from the current or most recent employer and references will only be obtained directly from the referee: testimonials or open references (those addressed 'To whom it may concern') will not be considered. Referees will be provided with a copy of the job description and person specification to assist them in their response.

Where a candidate is not currently working in a school or childcare setting but has done so in the past, one reference should be from their most recent children's workforce employer in line with Safer Recruitment guidelines.

We will seek to confirm whether the candidate has been subject to any formal disciplinary procedures within the last two years and to establish any details, outcomes or 'live' sanctions which are in place.

In cases where there have been disciplinary concerns which involved children or safeguarding that have been substantiated, the referee will be required to confirm details.

In accordance with Keeping Children Safe in Education (2018), cases in which an allegation is proven to be false, unsubstantiated or malicious should not be included in employer references.

In accordance with the School Staffing Regulations 2012, we will seek to confirm whether candidates for teaching posts have been subject to formal capability proceedings in the past two years.

In the case of recruitment to all other posts we will ask referees to confirm whether candidates have been subject to formal capability proceedings in the past 2 years as part of our appointment process.

13 Interview and Selection

The school is committed to ensuring that all interviewees are assessed according to their ability to meet the criteria of the job description and person specification and to fulfil their obligation regarding keeping children safe.

Applicants may have indicated on their application form that they have a disability and, in order to promote fairness and to meet our obligations under the Equality Act 2010, the letter of invitation will encourage applicants to contact the school if they require any adjustments to enable them to attend the interview.

Candidates should also be required to bring evidence of relevant qualifications to interview where the original documents must be checked, and a signed and dated copy retained. Documents relating to unsuccessful candidates will be retained with the interview papers and destroyed six months from the date on which the position was offered and accepted.

The interview panel will include at least one member who has undertaken safer recruitment training in accordance with the School Staffing (England) Regulations 2009.

The panel will take notes during the interview to enable a scoring matrix to be completed and, at the conclusion of the interviews; the panel will consider each of the candidates against the criteria for the post before reaching their decision.

The notes for all interviewees will be retained for a minimum of 6 months from the date on which the position was offered to enable constructive feedback to be given to unsuccessful candidates.

14 Pre-employment Checks

All offers of employment will be conditional on the successful completion of the pre-employment checks listed below and will include confirmation of salary, start date and any information that the successful applicant needs to provide before commencing employment e.g. DBS form and pre-employment questionnaire.

All offers of employment will be subject to and conditional upon:

- Enhanced DBS check
- DBS Barred list check where applicable (i.e. if working in regulated activity)
- Verification of identity including Date of Birth
- Verification of entitlement to work in the UK
- Verification of any relevant qualifications
- Receipt of 2 satisfactory references
- Satisfactory pre-employment health clearance
- Prohibition checks for those in teaching work and those with previous teaching experience (including unqualified teachers, HLTA's etc)
- A section 128 Prohibition from Management check (Independent/free schools/academies only). From September 2018, Keeping Children Safe in Education also recommends that maintained school governors have section 128 checks.
- Overseas checks as appropriate

If these are not satisfactory an offer of employment may be withdrawn or where an individual has commenced work, employment may be terminated.

14.1 Right to Work

In order to comply with the Asylum and Immigration Act 1996 – Prevention of Illegal Working – interview candidates will be asked to bring certain documentation to the interview which shows their eligibility to work in the UK. No offer of employment can be made unless one of the original documents listed on the Home Office Right to Work Checklist is produced.

The candidate's original documents must be checked, and a signed and dated copy retained. Documents relating to unsuccessful candidates will be retained with the interview papers and destroyed six months from the date on which the position was offered and accepted.

The Home Office Right to Work Checklist shows the acceptable identity documentation as currently defined by the Home Office and further information on establishing an individual's right to work can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/378926/employers_right_to_work_checklist_november_2014.pdf

14.2 DBS and Barred List Checks

All those directly employed by Schools and Academies in paid positions are required to obtain an enhanced Disclosure and Barring Service (DBS) check.

It is an offence to employ, in a school or academy, an individual who is barred from working with children. A check against the Children's Barred List will be requested as part of the enhanced DBS Disclosure for all employees working in regulated activity i.e. having unsupervised, frequent, or intensive contact with children.

It is the schools practice that individuals obtain a satisfactory enhanced DBS check before commencing work. In exceptional circumstances where the applicant is required to commence work before the full disclosure certificate is received, where working in regulated activity, a barred list check must be carried out before employment commences and supervision must be in place until a satisfactory DBS check is obtained.

In cases where we are notified that a DBS check is positive for criminal convictions, cautions, warnings etc, the contents of the certificate will be discussed with our HR Consultant.

For further details of what constitutes regulated activity and guidance on DBS checking for unpaid positions, including Governors and volunteers, please refer to Part 2 – Guidance Notes for Managers.

14.3 Prohibition of Teachers

We are required to check that anyone appointed to teach has not been prohibited from doing so by the Secretary of State in accordance with the Teachers' Disciplinary (England) Regulations 2012. All those in teaching work, or those with previous teaching experience, will require a prohibition check. Teaching staff will be checked on the Teacher Regulation Agency self-service portal (formerly known as the Employer Access Service) to ensure that they have the required teaching qualifications, have successfully completed statutory induction where it is necessary i.e. for teachers who obtained QTS after May 1999, and have not been prohibited from teaching.

The Teacher Regulation Agency allows checks on teachers sanctioned (since 18 January 2016) in other EEA member states by an EEA member state regulator of the teaching profession.

14.4 Overseas Checks

In accordance with Keeping Children Safe in Education (2018), overseas checks, as the Chair considers appropriate, will be undertaken where, by reason of the individual's living or having lived overseas, obtaining an enhanced DBS certificate is not sufficient to establish his or her suitability to work.

Since 6 April 2017 for all Tier 2 Visa applicants it is a requirement that they must provide a criminal record certificate from any country where they have lived for 12 months or more (whether continuously or in total) in the last 10 years.

Checks on individuals who have lived or worked outside the UK should include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions which can be checked on the Teacher Regulation Agency Self Service Portal.

14.5 Proof of Qualifications

Proof of qualifications will be checked to ensure that they match with the candidate's application form. The name of the qualification, awarding institution, date of qualification and candidate name will be checked. A signed and dated copy of the certificate will be retained as evidence of when the check was carried out, and by whom.

In the case of teachers, Qualified Teacher Status (QTS) will be checked via the Teacher Regulation Agency's Self Service Portal at <https://teacherservices.education.gov.uk/>

In the event of any concerns regarding the validity of the qualification, a candidate may be required to obtain confirmation or clarification in writing from the exam board or awarding institution.

14.6 Follow-up References

Following a written conditional offer of employment to the successful candidate, a supplementary reference request will be sent to their original referees. This is an opportunity to request information about sickness absence and attendance records which cannot be requested prior to an offer of employment in order to comply with the Equality Act 2010.

The offer of employment is conditional of both parts of the reference being satisfactory.

14.7 Pre-employment Medical History Questionnaire

The school will require all successful applicants to complete a medical history questionnaire to verify their medical fitness. There is also a requirement schools to ensure that staff appointed to teaching posts have the necessary physical and mental fitness to teach under the Education (Health Standards) (England) Regulations 2003.

Completed medical history questionnaires will then be considered in conjunction with the follow-up references which specifically explore sickness absence and attendance issues and, where appropriate, further advice about fitness to carry out a role will be sought from Occupational Health. In order to comply with the Equality Act 2010, reasonable adjustments will be made to enable a candidate to take up their role.

15 Withdrawal of Offers

In the event that the pre-employment checks are unsatisfactory, or where the identity, qualifications or right to work in the UK of a successful candidate cannot be verified, Palace Wood Primary School will consider withdrawing the conditional offer of employment. Where the successful candidate has started in post and information becomes available which would have caused the offer to be withdrawn, employment may be terminated. In these circumstances, advice will be sought from the school's HR consultant.

16 Single Central Record

In accordance with the terms of the School Staffing (England) Regulations (as amended) Palace Wood Primary School will retain details of recruitment and vetting checks undertaken in a Single Central Record (SCR). This data will be collated, used and stored and deleted in line with GDPR. Further details of the information required can be found in Part 2 - Guidance Notes for Managers.

17 Complaints

An individual who feels that their treatment during the recruitment and selection process is unfair may raise a formal complaint. This can be done by writing to the Chair of Governors setting out the key points of their complaint. The complaint will be investigated in line with Palace Wood Primary School's Complaints Procedure.

Existing employees of the school should raise their concerns through the Grievance Procedure.

18 Induction

Induction is essential in ensuring that new employees are properly equipped for work, their role in the life of the school and feeling part of the school community.

Palace Wood Primary School will put in place an induction programme for all staff joining the school. This will vary taking into account previous experience and the nature of the role but will ensure that all staff and volunteers receive guidance on safe working practices and the safeguarding policies of the school.

Part 2 – Guidance Notes for Managers - a reference document for schools

1 Job Descriptions

The manager responsible for recruiting to the role will be expected to ensure that the job description and person specification are designed or updated to attract the best candidates for the role. A carefully considered and precise job description and person specification will help to narrow the field of applicants, leaving fewer, better suited candidates to consider for interview.

Some key considerations include:

- Clarifying the pay grade, job title, reporting and supervisory arrangements and working hours/weeks;
- Identify and list the tasks that are to be carried out by the post holder;
- Setting out the purpose of the role, the key responsibilities, accountabilities and wider expectations of the role in the job description. Examples of wider responsibilities would be an expectation that all staff take part in regular continuing professional development or that all staff have a responsibility for their own health and safety and that of others; and
- A statement about safeguarding responsibilities should be included in all job descriptions and should also refer to promoting the welfare of children.

2 Person Specifications

A well thought out person specification will help potential candidates to determine if they have the right skills for the role and candidates should aim to demonstrate their experience and suitability for the role against the criteria. The criteria should be exported to a shortlisting grid to enable the shortlisting panel to measure and judge candidates against each expectation using an agreed scoring method.

Some key considerations include:

- Ensuring that the criteria in the person specification are objective and measurable – for example, asking for someone with a good sense of humour is subjective and cannot be measured;
- Criteria should be based on relevant knowledge, skills, attitudes and aptitudes and should include essential and desirable qualifications and experience. It is possible to ask for particular personal qualities, but consideration should be given to how they will be measured;
- Ensuring that the criteria are not discriminatory – for example, asking for applicants over a certain age or of a particular gender unless it is a Genuine Occupational Qualification (GOQ). This is a very difficult threshold to meet and advice should be sought from your HR Consultant or Kent Teach in the first instance;
- Details of how candidates will be assessed against the criteria i.e. application form, interview, tests, references etc.; and
- The person specification must make it clear that it is an essential criterion for all staff to understand their safeguarding responsibilities and should include criteria linked to the suitability of the post holder to work with children. This can be tested through application form, references and interview.

3 Advertising a Vacancy

Consider whether any other posts in school are at risk of redundancy (including staff on Fixed Term Contracts who are due to expire), and whether this role could be a suitable alternative post which could be ring fenced for the 'at risk' staff. If this is the case the post would not need to be advertised outside of this group of staff.

Consider what makes your job or school stand out from the others. Think about what the candidate will need to know, for example:

- Job title
- Salary
- School name and location
- Hours per week/weeks per year
- Fixed term/permanent/term time only
- Key features of the role including qualification and experience levels
- Unique features of your school – what makes the school a great place to work?
- Benefits of working for your school – what can you offer candidates?
- How to find out more including opportunities to visit the school
- Recruitment timetable including closing date
- Safeguarding statement
- Details of the checks/conditions that the post is subject to

Information should be relevant to the level of the role, for example prospective senior leaders may want to know more about the financial situation of the school or the challenges it is facing but this is unlikely to be relevant for a member of the site team.

For senior and hard-to-fill roles, consider sending out a pack of information or creating the same pack on line with details of the area, the school, the role, the most recent Ofsted and prospectus, an introductory letter from the Headteacher or Chair of Governors, quotes from pupils and parents etc. Kent-Teach can advise on the use of micro-sites (a website dedicated to your vacancy) and alternative methods of advertising.

The Schools' Personnel Service and Kent-Teach can provide advice, guidance and assistance to the Governing Body throughout the Headteacher Recruitment process.

4 Application Forms

Application forms should be the key method of application, whether paper based or on-line. The candidate should be invited to provide a covering letter or supplementary information however it is not advisable to accept CV's in preference to application forms. CV's give the shortlisting panel no control over the information being provided to them and this will limit the ability to directly compare applicants and may indirectly lead to discrimination as CV's are more likely to compare equal opportunities information which cannot be separated prior to shortlisting.

Consider whether your application form includes a declaration that schools posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore any relevant convictions, cautions and bind-overs, including those considered as 'spent' must be declared. Whilst some 'spent' convictions and cautions are not subject to disclosure following amendments to the Exceptions Order 1975 (2013), reference to this legislation will help to deter unsuitable applicants from applying to work with children.

You may also consider including a signed statement declaring that the person is not on the children's barred list, disqualified to work with children, or subject to any sanctions imposed by a regulatory authority, such as the General Teaching Council.

All application forms should include a privacy notice which details how personal data will be collated, used and stored, and the timeframe for deletion or direct applicants to where they can view the school's privacy notice.

5 Shortlisting

Shortlisting should take place after the closing date detailed in the advert by a minimum of two people who will be on the interview panel. One of the people shortlisting should be safer recruitment trained and one would usually be the line manager.

All applications should be assessed equally against the criteria of the person specification and a fair and systematic method of scoring must be used. Discrepancies, gaps in employment, inconsistency, repeated changes in employment or any concerns regarding the application must be noted and followed up with the applicant if they are invited to interview.

Generalised assumptions about how age, disability, gender, pregnancy and maternity, race, religion or belief, sex or sexual orientation will affect the applicant's ability to do the job, and any tendency to achieve a fair quota of men/women etc. must be avoided when shortlisting.

Reasons for not inviting people to interview must be recorded so that feedback can be provided to the applicant if requested at a later date. This paperwork must be kept for a minimum of 6 months, along with the application forms.

At the shortlisting stage, the selection methods for interview should be decided, questions set and who will ask which questions agreed. The person specification should directly inform your interview questions, and these should be agreed in advance of the interview.

The purpose of shortlisting is to arrive at an initial list of candidates for further consideration at interview. Care should be taken to ensure the list is both fair and objective.

- The panel should be familiar with the job description and person specification prior to shortlisting.
- It may be useful to scan-read all applications initially to get a feel for the candidates.
- All application forms should be carefully scrutinised to ensure that they are fully and properly completed. Unsigned application forms should be returned for signature – online application forms may be signed at interview.
- Any discrepancies or gaps in employment should be noted so they can be clarified at interview.
- All candidates should be assessed equally, fairly and consistently against the criteria contained in the person specification.
- Evidence provided in the application form should be carefully scrutinised by the panel to assess which candidates best meet the experience, attributes and skills required for the post.
- Look for practical examples of how the candidate fulfils the criteria - is there actual evidence, rather than an unsupported statement?
- If the applicant is an internal candidate, only information provided within the application form should be considered as part of the shortlisting process.
- Formal educational qualifications alone may not be an accurate indicator of capability.
- Consider skills and experience gained outside of the traditional work environment - for example, voluntary work and life experience.
- Keep an open mind so as not to pre-judge, or make assumptions about, a candidate's abilities based on irrelevant criteria, such as age or gender.
- Use of a shortlisting matrix is recommended in order to justify shortlisting decisions, and to enable comments to be recorded for each candidate against the person specification. Such notes should assist in providing candidate feedback if required.
- A scoring system may be useful to objectively identify the relative merits of each candidate.
- Consider inviting a larger number of candidates to an initial selection activity and then selecting the strongest of these for interview.
- Plan the questions and tasks for the interview day and decide who will ask each question.

6 References

It is advisable to request references after short-listing but prior to interview for posts which require an enhanced DBS check as this allows an opportunity for concerns to be explored during the interview.

A minimum of two satisfactory references will be obtained, one of which must be from the candidate's current or last employer. All references should be requested directly from the referee. References or testimonials provided by the candidate and open references addresses "To whom it may concern" must not be relied upon.

If there are any concerns regarding a reference, you are advised to contact the referee for further clarification. Where possible, any additional information should be confirmed by email so that an audit trail exists.

Any offer of employment should be made subject to satisfactory references and other employment checks.

7 Interview and Selection

Whenever possible, shortlisted candidates should be invited to interview in writing. The letter of invitation should give an outline of the interview format and details of any other selection activities which candidates will be required to undertake.

Candidates should be advised that their suitability to work with children will be explored at interview and that they will be required to bring original documentary evidence of their:

- Identity - passport, driving license, full birth certificate
- Entitlement to work in the UK - passport, birth certificate or other documentation taken from the approved border agency list
- Educational and professional qualifications

A member of staff should be available to greet candidates and to take copies of all requested information for the panel. Copies of all relevant documentation should be taken at interview and must be signed and dated by the person with the responsibility for checking the documents.

It is best practice to ask all candidates whether they have any additional requirements regardless of whether they have disclosed a disability.

8 Interview Preparation Guidance

Questions should be planned in advance of the interviews and should aim to cover each key area of the role seeking to provide evidence that the candidate can meet the person specification. A range of questioning techniques should be used to explore experience, skills and competencies as well as attitude and understanding. The panel should take the opportunity to remind candidates of the requirement for an enhanced DBS check and ask whether there is anything they would like to declare.

Other key points are:

- Ensure the panel is familiar with the job description/person specification and requirements of the post.
- Ensure the panel is familiar with the candidates' applications and identify areas which need further exploration or clarification.
- Ensure one member of the panel has attended accredited safer recruitment training and that safe recruitment questions are incorporated within the interview plan.
- Beware of any questions that could be perceived as discriminatory.
- Ensure enough time is set aside for each interview, allowing time for deliberation/reflection after each candidate and at the close of the process.
- Plan the structure of the interview so questions 'flow' in a logical order and there is a clear opening, middle and end.

- Think about the information candidates are likely to want to know and make sure it is available.
- Ensure the venue is properly organised - welcome arrangements, room layout, refreshments, etc.
- Ensure the panel is aware of any additional requirements candidates may have.
- Ensure there are no interruptions/distractions.
- Think about what 'first impressions' you want to give to the candidates.
- Consider offering the candidates a workplace tour/opportunity to meet potential colleagues.

9 Interview Panel

The interview panel must include at least one member who has undertaken safer recruitment training in accordance with Working Together to Safeguard Children in Education 2015 and should also consider gender balance, seniority of panel members and relationship to the candidate when deciding on the panel members.

10 Additional Selection Activities

Other selection methods may be used to compliment the interview process, but these must be proportionate, appropriate and related to the person specification. Examples include: an in-tray exercise, a written task, a presentation, a meeting with the student council and teaching a task.

Tests may provide useful information about an individual's practical work skills, working style and aptitude, in addition to that gained from an interview. Selection activities must be objectively assessed/scored and be relevant to the requirements of the job.

Candidates should be made aware of additional selection tasks when they are invited to interview and given notice of presentation titles, available equipment (e.g. laptop, projector, etc.).

A wide range of selection activities can be used including:

- Interviews: An essential selection tool. Required for all posts for people who work with children.
- Psychometric testing: Provides a quantifiable, scored assessment of candidates' abilities.
- Presentation exercise: Tests clarity of communication and subject knowledge.
- Group exercise: Tests communication, team working, time management and interpersonal skills.
- Role play: Tests candidate's ability to manage real-life scenarios - particularly conflict situations and customer service skills.
- In-tray exercises and case studies: Tests clarity of thought, ability to prioritise and attention to detail.
- Technical exercises (e.g. typing/WP/finance tests): Tests technical competencies relevant to the post.
- Observed exercise with pupils.

11 Checks at Interview

11.1 Right to Work in the UK

As part of your recruitment processes you should satisfy yourself that any potential worker has an entitlement to work in the UK. From 27 January 1997 The Asylum and Immigration Act 1996 introduced a requirement for employers to carry out 'right to work in the UK' checks on people they intended to employ in order to provide a defence against prosecution. The statutory provisions have been amended several times since and the current guidance was introduced on 1 November 2010.

The documents that are considered acceptable for demonstrating right to work in the UK are set out by the Home Office in their Right to Work Checklist which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/378926/employers_right_to_work_checklist_november_2014.pdf List A contains the range of documents which may be accepted for checking purposes for a person who has a permanent right to work in the UK. If you follow the prescribed right to work checks you will establish a continuous statutory excuse for the duration of that person's employment with you.

List B contains the range of documents which may be accepted for checking purposes for a person who has a temporary right to work in the UK.

To comply with the legislation employers must:

- Ask to see original documents that demonstrate an entitlement to work in the UK;
- Check the validity of documents, e.g. photographic evidence, cross-checking dates of birth, expiry dates, visas etc.;
- Make reasonable checks to ensure documents appear to be genuine and have not been tampered with;
- Ask the employee for a reason, and a further document, if he/she gives you 2 documents which have different names. The further document could be a marriage certificate, a divorce decree, a deed poll or statutory declaration.
- Retain a copy of these documents on file. In particular you should copy any pages that provide details of nationality, his or her photograph, date of birth, signature, date of expiry of biometric details, and any page containing Government endorsements.
- Date and sign copies as evidence as to when the check was carried out, and by whom. Copies must be kept for 2 years after employment has ceased.

The UK Visas and Immigration can require an employer to show them evidence at any time of an individual's right to work in the UK. If you fail to produce this and the employee is found to be working illegally, the school will be fined up to £20,000 in each case. There is a further penalty of imprisonment that could be imposed where an employer is knowingly employing someone illegally. Please refer to the SPS website for further information.

The Home Office Right to Work Checklist of documents can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/378926/employers_right_to_work_checklist_november_2014.pdf

11.2 Overseas Trained Teachers

In addition to teachers who have been awarded QTS, and completed the basic skills tests in England and Wales, the following may apply to have their qualifications recognised via the DfE:

- Teachers who qualified in Scotland & Northern Ireland
- Teachers who qualified in European Economic Area
- Teachers trained in US, Canada, Australia, New Zealand

Other overseas trained teachers other than those who qualified in the European Economic Area, US, Canada, Australia and New Zealand can only work as unqualified teachers in the UK for a maximum of 4 years before requiring UK Qualified Teacher Status.

Where employing a teacher from overseas, schools should check that the applicant has the appropriate permissions/visa to work in the UK.

12 Pre-employment Checks

The primary purpose of pre-employment checks, particularly enhanced DBS checks and barred list checks, is to try and identify those who would be unsuitable to work with children and young people, to deter the small minority who would actively seek to harm children and young people, and to select and maintain a workforce who will be vigilant and seek to protect children and young people from harm.

12.1 List of Prohibited Teachers

Since 2nd September 2013 Schools and Academies have been required to ensure that they perform a check against the list of prohibited teachers and record the result on the Single Central Record. This check is in addition to the normal barred list check which is part of the DBS checking process.

The Teacher Regulation Agency self-service portal provides information relating to an individual's employment details, initial teacher training qualifications and induction history. Employers, and potential employers, can view the record of any teacher with Qualified Teacher Status (QTS) or any employee carrying out teaching work with an active restriction (including any teacher with QTLS to whom this applies) and allows access to the following lists:

- Those carrying out 'Teaching Work' who have been prohibited from teaching;
- Teachers who may be the subject of a suspension or conditional order imposed by the GTCE (prior to its abolition) that is still current; and
- Teachers who have failed to successfully complete their induction or probation period.

The Teachers' Disciplinary (England) Regulations 2012 define those that carry out teaching work as: planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. It is not 'teaching work' if the person carrying out the work does so under the direction of a teacher, for example, work undertaken by teaching assistants or volunteers.

12.2 Section 128 Prohibition from Management Check

The revised standards require that checks be made for the existence of directions made by the Secretary of State, under s. 128 of the Education and Skills Act 2008, barring individuals from taking part in the management of an independent school, academy or free school. The power to make such directions came into force on 8 September 2014. There are two methods of checks for a Section 128 direction.

- As part of an enhanced DBS check; or
- Separately using the Teaching Regulations Agency online portal.

If a check for a Section 128 direction is made through a DBS application, you must include on the DBS application form, within the position applied for, the words 'Management of Independent school'.

Keeping Children Safe in Education (2018) advises that a section 128 check should also be carried via the Teacher Regulation Agency teacher services portal when recruiting new governors in maintained schools.

12.3 Overseas Checks

Applicants are responsible for obtaining certificates of good character. The application process for criminal records checks or 'Certificates of Good Character' for someone from overseas varies from country to country.

For those applicants on a Tier 2 Visa they must provide a criminal record certificate from any country where they have lived for 12 months or more in the last 10 years, while aged 18 or over.

For all other overseas checks for those who have worked or lived abroad, it is for the School may consider what is appropriate based on the circumstances of each individual case. As a general rule, it is advisable to request for all applicants who have lived overseas for a period of 6 months or more in the last 5 years to provide an overseas check. A DBS can only check records within the UK, so it's an important step of the pre-employment checks to obtain this.

12.4 DBS Checks

A Disclosure and Barring Service (DBS) check is required for all staff directly employed by Schools and Academies in paid positions who will be engaging in regulated activity. Exceptions to this are those who have been continuously employed, or with a break of no more than 12 weeks, within the education sector prior to March 2002.

For those working in regulated activity, confirmation must be sought that the candidate is not included on the Children's Barred List. A check against the Children's Barred list will be requested as part of the DBS disclosure.

Regulated activity is defined as: -

1. Activity of a specified nature
 - Teaching, training, instruction, care or supervision of children (except if the person undertaking the activities is under regular supervision) if carried out by the same person frequently or overnight.
 - Advice or guidance (except legal advice) provided wholly or mainly for children which relates to their physical, emotional or educational well-being if carried out by the same person frequently or overnight.
2. Activity within specified establishment
 - Any activity that is for or on behalf of the establishment with the opportunity for contact with children if carried out frequently.
3. Health or personal care of a child
 - Healthcare provided to a child by a health care professional or by a person acting under the direction or supervision of a healthcare professional
 - Physical help with eating, drinking, toileting, washing etc.
4. Day to day management of regulated activity
 - Day to day management, on a regular basis, of a person who is providing regulated activity in relation to children.

In addition to those in paid employment it is important to note that all volunteers having unsupervised, frequent, or intensive contact with children (i.e. regulated activity) must obtain an enhanced disclosure with barred list check. Schools/Academies may obtain an enhanced DBS certificate (not including barred list information) for volunteers who are not engaged in regulated activity, but who have the opportunity to come into contact with children on a regular basis e.g. supervised volunteer. Volunteers undertaking other one-off contact such as helping on sports day are not required to have an enhanced DBS check however, adequate supervision must be in place.

Governors of Maintained schools and Governors/Trustees of Academies are required to have an enhanced criminal records certificate from the DBS on appointment.

Further information can be found on the SPS website.

12.5 Disqualification Under the Childcare Act 2006

In February 2015, the government issued new statutory guidance called "Disqualification under the Childcare Act 2006" which replaces the former October 2014 document and clarifies the position with regard to schools. This guidance builds on the Childcare (Disqualification) Regulations 2009, which came about following the Education Act 2006.

The Regulations prohibit anyone who is disqualified themselves under the Regulations from working in a relevant setting, including in schools.

Schools are free to decide how to bring these requirements to the attention of their staff. As a means of making staff aware of their duty to provide such information, they may for example choose to include a section in the school's safeguarding policy, or another policy document, or by means of an addition to new staff members' contracts of employment. Schools should draw this guidance to the attention of their staff and the information provided by Ofsted.

Who is covered under the regulations?

The rules in relation to disqualification apply to the following: -

- Staff working directly with children under 5 years of age within the Early Years Foundation Stage
- Those providing 'wrap around' care (after school and breakfast clubs) with children up to 8 years of age.

The legislation applies to agency staff and volunteers as well as staff employed by a school. With regard to agency staff, the obligation to have fulfilled the requirements of the legislation is on the agency that employs them. Schools must obtain confirmation that agencies have done so.

	During School Hours	Outside School Hours*
Reception age or younger	Covered	Covered
Older than Reception age until age 8	Not Covered	Covered
8 years or older	Not Covered	Not Covered

*Outside school hours does not include school clubs e.g. Choir or sports' team, or detentions, but does include breakfast clubs or after-school provision.

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are NOT covered by the legislation.

Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff (such as speech and language therapists and education psychologists) are NOT covered by the legislation.

School governors and proprietors are NOT covered by the legislation unless they directly manage work or volunteer in a relevant provision.

The guidance is available at: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

13 Offer of Employment

Offers of employment may be made verbally but should always be confirmed in writing and must always be conditional.

Verbal offers are legally binding, so care should be taken to ensure the terms offered are correct and accurate. Care should be also taken when discussing terms at interview since any offers made or implied could be regarded as binding.

All written and verbal offers must be made conditional upon the receipt of:

- Enhanced DBS check
- Verification of entitlement to work in the UK
- Verification of any relevant qualifications
- Receipt of 2 satisfactory references
- Satisfactory pre-employment health clearance

In addition, employees are required to confirm their date of birth and national insurance number.

Any verbal or written offer should clearly state that if these checks are unsatisfactory the offer of employment may be withdrawn. If the individual has commenced work, employment may be terminated with the minimum statutory notice however advice should always be sought from your HR Consultant before taking any action.

14 Unsuccessful Candidates

Unsuccessful candidates should be notified in writing of the outcome of the selection process. It is good practice for candidates to be offered the opportunity to request feedback. Feedback should be constructive and evidence-based and should reference the person specification criteria.

At the end of the appointment process all copy identity documentation (passport/birth certificate etc.) relating to unsuccessful candidates should be securely destroyed however, copies of application forms, interview notes and references should be retained for six months from the date that the post is offered and accepted. All personal data will be stored and destroyed in line with GDPR.

15 Single Central Record

Under the terms of the School Staffing (England) Regulations (as amended) schools are statutorily required to maintain records of the recruitment and vetting checks they make in a Single Central Record (SCR). Some checks are specifically required by Ofsted, while others are required in order to comply with the Keeping Children Safe in Education 2018 statutory guidance.

The Single Central Record (SCR) is a requirement for all schools and should be completed for:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body.

For supply staff, schools should also include whether written confirmation has been received that the agency has carried out the relevant checks and obtained the appropriate certificates, the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff. Each person's identity should be confirmed on arrival in school.

For contractors working in the school, the contractor should be asked to provide the DBS Disclosure number and date of issue for each individual. You must also confirm each person's identity on arrival in the school.

Categories to be included on the SCR

Fields marked with * are mandatory and are required by Ofsted. Additional fields do not have to be completed as part of the Single Central Record; however, these pre-employment checks should be undertaken to ensure compliance with the Keeping Children Safe in Education 2016 Statutory Guidance.

Post Details – Start Date, Position, QTS held? Teacher Reference Number (if QTS received)

Identity Checks - Name*, Address*, Date of Birth*, Details of Evidence Seen including photograph*, Date Evidence Checked*, Evidence Checked by

Eligibility to work in the UK – Details of Evidence seen*, Evidence Checked by, Date Evidence Checked*

Disclosure and Barring Service (DBS) Checks – Enhanced Check Complete?*, Barred List Check complete?*, Date Evidence Received*, Evidence Checked by, Disclosure Number, Issue Date

Qualifications - Qualifications Required?*, Qualifications seen, Date Evidence seen*, Evidence Checked by*

DfE Prohibited Teacher List – Date Checked*, Checked by

Section 128 Check – Section 128 Check Completed*, Date Checked*, Checked by

Further Checks for those who have Lived or Worked Overseas – EEA Sanctions and Restrictions Check Complete?*, Date Checked?*, Other Checks Required?*, Date Checked?*

References - Reference 1 - Date Requested, Reference 1 - Date Received, Reference 2 - Date Requested, Reference 2 - Date Received

16 Induction

The individual induction programme should cover the training required by the new starter to carry out their role and to maintain safe working practices; this may include:

- Health and safety training
- Manual handling
- Child protection training
- Code of conduct
- Behaviour policies and how to report concerns
- Part 1 of Keeping Children Safe in Education
- Childcare Disqualification requirements
- Prevent

An effective induction helps the new starter to understand their role and how they fit into the school/department, become fully effective in their role in the shortest possible time and establish effective working relationships leading to improved performance and effectiveness.

A checklist of basic information should be given to all new starters together with details of where they can access all school policies and procedures, who is available to support them in their new role, the expectations of the school and how to raise issues and concerns between reviews.

Probation review dates or induction review dates should be included in the initial induction plan to ensure that line managers and staff have clear expectations of when they will meet. These meetings are an opportunity for:

- progress to be recognised and praised;
- the line manager to make the new starter aware of any concerns or gaps between performance and expectation;
- the employee to ask questions or raise concerns that they may have;
- training and development to be reviewed;

Appendix One - Induction Checklist & Plan

Employee name:	
Job Title:	
Department:	
Post Start Date:	
Line Manager:	

		<i>Date Completed</i>
Pre-Employment	Pre-Employment Checks Completed	
	Joining Instructions Provided	
	New Employee Paperwork Submitted to Payroll / HR Provider	
	Work area prepared	
	Swipe card / access set up	
	IT access set up	

		<i>Date Completed</i>
Introduction to School	Meeting with headteacher / line manager	
	School's culture / ethos explained	
	Introductions <ul style="list-style-type: none"> • Key personnel – Dept leads, SBM – contact for HR/Payroll queries • Immediate colleagues • Wider school colleagues (e.g. governors) 	
	Site orientation & access	
	Facilities for staff	
	IT / Telephone system induction	
	Data Protection policies/GDPR	
	Key terms explained	

		<i>Date Completed</i>
Terms & Conditions of Employment	Staff handbook / Code of Conduct issued	
	Payroll, pension & expenses arrangements	
	Absence / sickness procedures	
	Working time / breaks / flex	

	Annual leave	
	Performance management system explained	
	Disciplinary Policy	
	Grievance Policy	
	Probationary Period	
	E Safety / Social Media Policy	
	Dress Code	

		<i>Date Completed</i>
Safeguarding	School's Safeguarding Policy	
	Keeping Children Safe In Education	
	Disqualification discussed (if applicable)	

		<i>Date Completed</i>
Health & Safety	Health & Safety Policy	
	Emergency Exits / Evacuation Procedures	
	First Aid Facilities	
	Accident Reporting	
	Protective Equipment	
	Specific Hazards	
	Smoking Policy	

		<i>Date Completed</i>
Role Specific Induction	<i>School to specify arrangements here</i>	
	<i>Include reference to personal development plan and/or probationary review</i>	
	<i>Introductions to key contacts e.g. statutory agency contacts, suppliers</i>	

Induction Calendar

Please indicate any specific induction activities, meetings and/or events.

Week 1

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 2

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 3

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 4

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		