

# Recruitment and Selection Guidance



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**This policy should be read in conjunction with the accompanying Recruitment and Selection Policy.**

## 1. INTRODUCTION

Recruiting and retaining high quality staff is critical to any school's success. Successful appointments have a direct impact on the quality of teaching and learning. This practical guide provides information and resources for all stages of the recruitment and selection process, including safer recruitment practices and the regulatory requirements around the appointment of school staff.

Throughout recruitment and selection processes, schools should be mindful of their responsibilities under equalities legislation, ensuring their practices are not discriminatory and consider reasonable adjustments related to disability. Guidance on equal opportunities, equal pay, discrimination in employment and employment and disability is provided on the Schools' Choice HR website.

The recruitment process is supported by the Trust's Applicant Tracking System – Reach. All vacancies must be advertised on Reach and all candidates must apply using Reach. This document will provide guidance for Hiring Managers on how to manage the process on Reach.

Any recruitment or Reach queries should be raised via the HR Helpdesk.

## 2. RECRUITMENT AND SELECTION

Each school has a staffing structure agreed each year when the budget is set, and amended as needed during the year. The structure should specify lines of management accountability and levels of responsibility for each post, and should link explicitly to the Trust's pay policy.

All recruitment should be to a post in the school's authorised staffing structure, having undertaken a review of the post and considered whether it is necessary to fill the vacancy at all, or whether the post should be changed in some way.

Current statutory guidance on safer recruitment ("Keeping Children Safe In Education", KCSIE) requires schools to have written recruitment and selection policies and procedures in place. At all stages of the recruitment, selection and appointment process the Trust includes an explicit statement about the organisation's commitment to safeguarding and promoting the welfare of children. For example, the statement, "We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment." will be included in publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks and induction training.

The main staffing functions of the governing body in a maintained school are set out in the [School Staffing \(England\) Regulations 2009](#) and supporting statutory guidance on [Managing staff employment in schools](#). Some of this guidance is statutory and local governing bodies must have regard to it when exercising their functions under the Regulations. Academy trusts are free to decide which functions they delegate.

The Trust's arrangements are that decisions on recruitment of all school staff other than headteachers are delegated to the headteacher. The HR Team and Director of Primary / Secondary Education are available to provide support as is helpful to schools. Headteachers will generally involve local governing body members in interviews for more senior posts and the Director of Primary / Secondary Education will be consulted on the appointment of deputy and assistant headteacher posts. Agreement on a starting salary and/or any recruitment incentives to individuals selected for appointment will be agreed when the post is approved for advertising.

A headteacher should not take any part in the arrangements for selecting their successor. The Trust will work with the local governing body on this appointment.

Every school must appoint a headteacher. The headteacher is the key figure in the school and the

appointment is one of the most important tasks that a governing body has to undertake. The Department for Education's document [Recruiting a headteacher](#) may be helpful. When a headship vacancy occurs the Trust will discuss with the local governing body the following:

- As necessary, the appointment of a member of staff to carry out the functions of a headteacher pending the appointment of a headteacher
- Reviewing the salary range of the headteacher
- Establishing a selection panel to assist in the appointment process. The selection panel will consist of at least three governors alongside the Chief Executive / Director of Primary Education / Director of Secondary Education. Schools may consider a larger group in order to ensure a balanced representation of interests and viewpoints whilst ensuring this does not overwhelm the candidate at the interview stage
- Advertising the post in an appropriate manner, generally advertising the vacancy at a national level. Any decision not to advertise should only be taken in accordance with the School Staffing (England) Regulations 2009 and where the Trust and local governing body can demonstrate there is a good reason not to and that this does not leave them open to challenge. All decisions should be documented fully, as the Trust and local governing body will need to demonstrate that it has acted reasonably if it is challenged.

The selection panel will make a recommendation that is endorsed and approved by the Chief Executive.

Academy trusts are free to appoint staff in accordance with employment law and in line with the requirements set out in their funding agreement.

The headteacher will normally take the lead in teacher recruitment and has the right to be consulted and attend all relevant selection meetings of governors.

The headteacher will normally take the lead in recruitment of support staff.

The recruitment process is not just about identifying suitable employees. It's also about candidates finding out more about the organisation and considering whether it is one they would like to work for. In order to attract the best pool of candidates and minimise the number of unsuitable applications, schools should provide clear information for candidates in the advert, job description and person specification.

Recruitment and selection activities are also an opportunity to promote the school and leave a positive and professional impression on everyone who shows interest in the post. The experience of candidates (both successful and unsuccessful) at each stage of the recruitment process will impact on their view of the organisation. Time spent on, for example, updating website information, making use of social media to promote vacancies and applying the school's branding and any key messages to all recruitment materials will benefit the school, not just in its recruitment processes. Conversely, a rushed information pack which refers candidates to an out of date website is likely to narrow the number of applications in what is often a highly competitive recruitment market.

### **3. DEFINING THE VACANCY**

When a vacancy arises, it is the responsibility of the Hiring Manager to ascertain whether the post is still required and whether duties are compatible with the future needs of the school/Trust.

When reviewing a vacancy consider asking the following questions:

- Has the job or department changed?
- Are all previous job duties/roles still undertaken?
- Have work patterns or new technology altered the job?
- Have qualifications previously required for the job changed?
- Are there any changes anticipated which would require different, more flexible skills from the job

holder?

- How does the role relate to the overall objectives of the School/Trust?
- What are the consequences of not recruiting?

Answers to these questions should help clarify the actual requirements for the job and how it fits into the rest of the school or department.

Exit interviews, or consultation with the current jobholder and colleagues may also produce good ideas about useful changes.

#### **4. JOB DESCRIPTION AND PERSON SPECIFICATION**

The Hiring Manager should ensure that there is an up-to-date job description (setting out the duties and describing the context of the post) and person specification (setting out the qualification, experience etc. required to carry out the duties of the post) available and that these inform every stage of the recruitment and selection process. Example job descriptions and person specifications are available on Reach or from the Trust's HR Team.

Every job description should include:

- Job Purpose - details the main requirements of the job in a couple of sentences.
- Key Tasks and Responsibilities – clear and concise language should be used and active verbs like 'supervise', 'liaise', 'communicate' should be used instead of vaguer terms like 'deal with', 'in charge of' etc.
- Standard Organisation Statements are included within the example job descriptions and contain statements on safeguarding, training, professional conduct and confidentiality.

It is very important that the skills, aptitudes and knowledge included in the person specification are related precisely to the needs of the job as stated in the job description. If they are inflated beyond those necessary for effective job performance, the risk is that someone will be employed on the basis of false hopes and aspirations.

Care must be taken not to discriminate against particular groups of potential applicants – for example using job criteria that asks for a specific number of years' experience – which is more likely to exclude applicants below a certain age and those who have taken time out of work with caring responsibilities (who are more likely to be women).

Factors to consider when drawing up the person specification include:

- Relevant experience
- Qualifications, training and education
- Skills and abilities, including suitability to work with children
- Personal attributes
- General and specific knowledge

The person specification is used as a basis for the advert, shortlisting process and interview questions and should detail all the essential and desirable criteria against which the final appointment decision will be made. Before shortlisting, the Hiring Manager(s) should identify those criteria that can/will be assessed from the application form and those that will be assessed during the later stages of the selection process.

#### **5. AUTHORITY TO RECRUIT**

An Advert Request Form must be completed on Reach for all vacancies, and the job description and person specification uploaded.

All information relating to the job is required before completing the form and before authorisation will be given, including:

- Contract details – e.g. full time/part-time, hours per week, working weeks per year (for support staff), contract type – permanent/temporary/fixed-term
- Start Date
- Who will be involved in the recruitment and selection process (those on the selection panel, plus whoever will be administering the process)
- Justification for the role
- Salary and allowances
- Recruitment dates – closing date for applications and interview date

Hiring Managers should note that the system allows for either of the following options when it comes to recording the shortlisting outcome on Reach:

- Single Shortlist - The interview panel discusses the shortlisting and agrees on which candidates to progress and one panel member completes the shortlisting matrix and updates Reach.

OR

- Panel Screening - Each assigned panel member reviews the candidates' application and completes the shortlisting matrix. Once each assigned panel member has screened the candidate they should update Reach individually.

Each post to be recruited to must be approved by the Director of Finance and HR and by the Director of Primary / Secondary Education.

Once approved, the Trust's HR Team will publish the vacancy on Reach and the Hiring Manager will then manage the recruitment process through to offer. Support is available from the HR Helpdesk.

## 6. ADVERTISING

It is good practice to advertise all vacancies openly, to the widest range of potential candidates. This allows the school to satisfy itself it is appointing the very best available candidate for the post and it is offering equality of opportunity in its recruitment practices.

Adverts should:

- be based on the details in the job description and the agreed selection criteria in the person specification
- avoid any gender, age or culturally specific language or implication - e.g for teaching posts, wording specifically targeting Newly Qualified Teachers must not be used as this may imply that a younger person is required
- be clear and precise to attract applicant to seek more detail
- (for schools judged to require Special Measures) state that applications from Newly Qualified Teachers will not be considered unless Ofsted has expressly stated that NQT's may be appointed
- give reasons for the appointment being temporary if the post being advertised is for a fixed-term or temporary period

All adverts should include:

- Job title
- Pay scales and salary arrangements, including any other allowance, payment or recruitment incentive that may be part of the rewards package
- Hours of work
- Location of the school and its current priorities/challenges
- Some of the benefits of living and working in the area

- Expectations for the post, as outlined in the job description
- The likely skills, qualifications and experience required of the successful candidate, as detailed in the person specification
- The school's commitment to safeguarding
- Closing date
- Where candidates can find more information and how to apply

Effective recruitment advertising:

<b>Tries to differentiate what you are offering from other offers</b>	What makes your job different from the others on the page? Why is it a better career opportunity than the next job?
<b>Is relevant to the target audience, highlighting ideas that are important to them, not you</b>	Think like a candidate. What would you want to know? Why would you want this job? And what don't you need to read here?
<b>Communicates directly and concisely</b>	Words are money, so use the budget to market the job, not to reproduce the job description. Less is more
<b>Is never boastful</b>	Organisations that have 'done it all' can appear daunting to candidates and can appear to be a poor career choice because of lack of challenge
<b>Includes a clear call to action</b>	This tells potential candidates how to get more information, preferably by going online

Schools may also wish to consider using social media to promote current vacancies. Again, in a competitive recruitment market, this can bring the post to the attention of individuals who are not actively engaged in a job search but who may consider applying for a post that is of particular interest.

Under the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Agency Worker Regulations 2010, both temporary and agency workers have a right to be informed about job vacancies in the same way as permanent staff. Vacancy details might be displayed in a place where all employees would be expected to see them or provided directly to the individuals.

As indicated above, all advertisements must include a statement about the school's commitment to safeguarding children and make reference to the requirement for a check of criminal records.

Once the Advert Request Form has been approved, HR will complete the process of advertising the role and ensure that the advert is visible on Reach and also any other job sites that have been requested – e.g. Suffolk Jobs.

## 7. APPLICATION FORMS

Schools should always use the Trust's Applicant Tracking System - Reach Applications must be made on Reach and should be signed by the candidate at the interview. Paper application forms and speculative CV's will not be considered.

The candidate's employment history should give precise dates of employment (i.e. day and month as well as year) so that any gaps in employment history cannot be disguised. Where an applicant is shortlisted, any discrepancies or gaps in employment must be discussed at interview in line with safer recruitment practices.

Applicants should be aware that providing false information is an offence and could result in the

application being rejected, or in summary dismissal if the applicant has been selected.

All applications should be treated confidentially and only circulated to those individuals involved in the recruitment process.

Once the applicant has submitted their application form they will receive an e-mail from Reach acknowledging receipt and the Hiring Manager will also receive an e-mail alerting them that there is an application for their vacancy.

Prompt acknowledgement of an application – whether successful or unsuccessful – is good practice and presents a positive image of the school/Trust. The Hiring Manager should activate this on Reach by completing the Screening Feedback form once shortlisting is complete.

## **8. SHORTLISTING**

Shortlisting should take place as soon as possible after the closing date and should be undertaken by at least two members of the interview panel. Each application should be assessed against the essential, and if necessary, the desirable criteria detailed in the person specification.

Those involved in the shortlisting process should ensure they look for specific examples and evidence on the application form that support the criteria being assessed, rather than relying on very general statements the candidate may make about their suitability.

Shortlisting should include careful checking to ensure that information is not contradictory or incomplete, in particular in relation to employment history and any gaps on the application form, which may need to be followed up as part of any interview and in reference checks.

The Screening Feedback form on Reach should be completed for each candidate to document whether they have been shortlisted or not. The comments box on the form must be completed for each candidate to detail reasons for being shortlisted or rejected. The reasons given should relate to the person specification – it is not adequate to just state 'does not meet person specification'. The completed Screening Feedback form will provide a helpful reminder of the Hiring Manager's decision-making process if required to give feedback to unsuccessful candidates and will be key in defending any allegation of discrimination in the school's recruitment practices.

For those candidates that have been rejected, the system will automatically generate an e-mail advising them that they have been unsuccessful. For those candidates that have been shortlisted, the system will move them to the next stage and generate an invitation to interview, detailing:

- Date, time and venue for interview
- Any other assessment that will take place – e.g. in tray exercise, observed teaching
- Documentation that must be brought to interview for checking of identity and eligibility to work in the United Kingdom

Hiring Managers should be mindful of allowing adequate time between the sending of the invitation to interview and the interview itself, to allow for references to be returned and to allow candidates adequate time to prepare for their interview.

Candidates should confirm their attendance at interview on Reach and once this has been completed this will then generate an e-mail to all referees that each shortlisted candidate has listed. Whilst shortlisting it is prudent to check that applicants have given e-mail addresses for referees cover a period of 5 years employment. Without this, Reach is unable to request references.

## **9. SAFER RECRUITMENT AND PRE-EMPLOYMENT CHECKS**

## 9.1 DfE Guidance

All schools should be familiar with the DfE's statutory guidance "Keeping Children Safe In Education", KCSIE and its detailed advice on safer recruitment. Extracts from the KCSIE document are included throughout this toolkit, shown in text boxes. For example:

*It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children... ..Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including, criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.*

## 9.2 Safer Recruitment Training

Schools are required to ensure that at least one member of any recruitment panel has received appropriate training in line with safeguarding guidance. Since 1 September 2014 this training has not needed to be approved by the Secretary of State. School leaders are free to use their professional judgement to determine appropriate training for the needs of their staff and their school.

The NSPCC, with the support of a consortium of safeguarding experts, has developed a suite of training materials that reflect the content of the KCSIE statutory guidance. Training can be accessed by contacting the HR Helpdesk. Where training is required for a larger group of staff it may be possible to arrange face to face training using an external consultant.

## 9.3 Pre-Employment Checks

The following pre-employment checks will be undertaken for all school appointments:

1. Employment References
2. Identity
3. Enhanced DBS and Barred List
4. Disqualification under the Childcare Act 2006, where appropriate to the role
5. Prohibition from teaching, for those engaged in teaching work
6. Section 128 check, for management positions
7. Health
8. Right to work in the UK
9. Further checks on people who have lived or worked outside the UK; this would include checks for European Economic Area (EEA) teacher sanctions and restrictions
10. Professional qualifications, as appropriate

These checks are explained in the following paragraphs. All schools should actively manage the progress of pre-employment checks to ensure that wherever practicable the checks have been completed before the applicant starts work. A checklist is provided in Appendix 1 and schools should ensure that the outcomes of all checks are recorded in their Single Central Record.

A thorough risk assessment, with the advice of one of the Trust's HR managers, should be undertaken when considering allowing an applicant to start work while any pre-employment checks remain outstanding and additional supervision may be necessary if this is agreed.

All original documents must be copied and stamped with the following statement, which should then be signed and dated:

*I confirm this is a copy of the original document, seen by me:*

Signed .....

Dated .....

Schools should seek written confirmation from any employment agency that it uses (for example, to obtain supply teachers) that the agency has undertaken all necessary pre-employment checks.

## 9.4 Employment References

References should always be sought on applicants. Those references should always include one from an applicant's current employer. Where an applicant is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation at which they were employed. Where an applicant has not been very long in their current or most recent post, the second reference should be from the previous employer.

If necessary, where there is a history of short employments, schools should seek a further reference or references from a previous employer(s), ensuring references always cover at least the five most recent years of employment. Employers' references should be provided by an authoritative source in the employer's organisation. In schools, this will normally be the headteacher or a member of the Senior Leadership Team. Schools should ensure that a reference is not, in effect, a personal reference from a colleague at the same place of work.

Occasionally employees may have difficulty obtaining a reference from their most recent employer. If an applicant does not quote their present or most recent employer as a referee, the school should find out why. You may want to insist that the applicant allows you to make contact with this employer. Always try to obtain a reference from this source and do not give up until you are entirely satisfied as to why you cannot get one.

It may sometimes be necessary to rely on personal references, but these are clearly less useful than employment references. Always check the relationship between the referee and the applicant, the capacity in which they know the applicant, and the length of time they have known him/her.

References are taken up as part of the Reach recruitment process and asks referees for specific information about the candidate's suitability to work with children and young people. After shortlisting, it is prudent to check that applicants have given e-mail addresses for referees and that referees cover a period of 5 years employment. Without this information, REACH is unable to request references. In order to comply with the requirements of the Equality Act 2010, the reference request asks for health-related information to be supplied in "Part 2" of the reference form, allowing this information to be separated upon receipt and only considered after any conditional offer of employment.

Reach will automatically send requests for references once the candidate has confirmed that they will be attending the interview. Ideally, references should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything they wish to declare or discuss in light of the questions that have been (or will be) put to their referees. It is vital that the references are obtained and scrutinised very carefully, looking both at what is included and at any omissions. As stated in the KCSIE advice, any concerns should be resolved to the satisfaction of the school, before a person's appointment is confirmed and before they start work.

*Employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. The purpose of seeking references is to allow the school or college to obtain objective and factual information to support appointment decisions. References should always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the school, college, local authority or organisation at which they were employed.*

*References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, would allow any concerns they raise to be explored further with the referee and taken up with the candidate at interview.*

*They should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague. Employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials, nor should they rely on information provided by the candidate as part of the application process without verifying that the information is correct. Where electronic references are received employers should ensure they originate from a legitimate source.*

*On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient information is provided. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.*

*Any information about past disciplinary action or allegations that are disclosed should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks...).*

Telephone conversations, unsupported by written confirmation, are not accepted as an alternative. All references should be regarded as confidential to members of the shortlisting and interviewing panels. They should not be photocopied to anyone else, other than an appropriate member of the HR team, as necessary.

## **9.5 Identity**

Schools must verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available. If this is the case, please contact the HR Helpdesk for further guidance.

## **9.6 Disclosure and Barring Service (DBS Checks)**

The DBS is responsible for administering three types of checks:

- Standard: a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings
- Enhanced: a check of the PNC records as above, plus other information held by the police that is considered relevant by the police
- Enhanced with barred list information: for people working in regulated activity with children. This adds checks of the DBS Children's Barred List to the enhanced check.

The level of DBS check a school is required to obtain will depend on the role and duties of the applicant:

*As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments. In summary a person will be considered to be engaging in regulated activity if as a result of their work they:*

- *will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or*
- *will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or*
- *engage in intimate or personal care or overnight activity, even if this happens only once*

*A more detailed description of regulated activity is provided in the KCSIE document.*

*For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors (further information about contractors is detailed in the KCSIE document) who would have the opportunity for contact with children and who work under a temporary or occasional contract.*

*In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. The government has published separate statutory guidance on supervision in relation to regulated activity (see the KCSIE document). When schools and colleges are considering which checks should be undertaken on volunteers, they should have regard to that guidance, in accordance with the KCSIE document. However, schools and colleges may choose to carry out an enhanced DBS check, without barred list information, in certain circumstances (further guidance can be found in the KCSIE document.).*

*In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles (in independent schools - including academies and free schools) an additional check is required to ensure they are not prohibited under section 128 provisions. See the 'Pre- appointment checks' section in the KCSIE document.*

*Once the checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up post or as soon as practicable afterwards.*

*Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.*

Further information on regulated activity and a flowchart to help identify the appropriate level of DBS check required is included in the KCSIE document. Further advice is also available from the Trust's HR Team.

Information on how to obtain a DBS check, the online DBS Service and associated identity checks is available from the HR Helpdesk.

A DBS certificate must be obtained from the candidate before or as soon as practicable after appointment. A separate barred list check must be made if an individual is to start work in regulated activity before the DBS certificate is available. A Barred list check can be requested from the HR Helpdesk. A person may not be employed to work with children or young people if they are barred by the Disclosure and Barring Service, i.e. their name appears on the Barred List. In addition, information regarding convictions, cautions, reprimands or warnings provided as part of a DBS check may suggest that the person offered an appointment is unsuitable for that post. Schools should actively follow up on progress with applications. Once received, applicants must bring their DBS certificate into school to be checked, both in terms of contents and authenticity. A guide to checking DBS certificates is included in Appendix 3.

Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check, which will allow them to re-use this check when applying for similar jobs. Please note that the Update Service does not mean that the DBS check is universally portable. With the individual's consent, schools can go online and carry out a free, instant check to see if a new certificate is required: [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service).

## **9.7 Disqualification Under The Childcare Act 2006**

Under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations"), made under the Childcare Act 2006, individuals may be disqualified from providing certain early and later years childcare or being directly concerned with the management of that provision, where they are included

in the Children's Barred List, have committed certain violent and sexual criminal offences or because of certain orders or determinations made in relation to the care of children, childcare and private fostering.

The criteria for disqualification are explained further on the following page and in the Department for Education's statutory guidance [Disqualification under the Childcare Act](#) ("the DfE statutory advice").

Schools are required to ensure relevant staff (including those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are made aware of the legislation. Schools must ensure they do not knowingly employ a person who is disqualified.

The following categories of staff are covered by the legislation:

- **Staff who work in 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 year) and includes education, childcare and any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) during or outside of school hours.

The DfE statutory guidance states those providing education, childcare or supervised activity during school hours to children above reception age are not covered by the legislation.

- **Staff providing certain later years childcare.** Relevant later years provision is defined as childcare provided by the school outside of school hours for children above reception age but who have not attained the age of 8. This does not include education or supervised activity for such children during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but does apply to before school settings, such as breakfast clubs, and after school provision.
- **Staff who are directly concerned in the management of such early or later years provision.** Schools will need to use their judgement to determine who is covered, but this will include the headteacher, and may also include other members of the school's leadership team and any manager, supervisor, leader or volunteer responsible for the day-to-day management of the 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. The DfE statutory guidance explains, "Similarly most staff that are only occasionally deployed and are not regularly required to work in relevant childcare will not automatically come within the scope of the legislation. Schools and local authorities should exercise their judgement about when and whether such staff are within scope, evaluating and recording any risks and control measures put in place, and taking advice from the school or authority's HR provider, Local Authority Designated Officer (LADO), safeguarding lead officer or adviser when appropriate. A record of the assessment should be retained on the employee's personnel file." The Trust recommend disqualification checks are made for any role in Primary education as it is not possible to guarantee cover in these areas will not be required from other staff members.

The criteria for disqualification under the 2006 Act and 2018 Regulations include:

- a) Inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
- b) Being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
- c) Certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 Regulations;
- d) Refusal or cancellation of registration relating to childcare\*, or children's homes, or being prohibited from private fostering\*\*, as specified in Schedule 1 of the 2018 Regulations;

- e) Being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2018 Regulations if it had been done in any part of the United Kingdom.

Relevant offences and orders are listed in Table A and B of the DfE statutory guidance. However, the above list and the DfE statutory guidance are not comprehensive. Further details about the specific orders and offences which will lead to disqualification are set out in the 2018 Regulations: The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

\*Except if the refusal or cancellation of registration is in respect of registration with a child minder agency or the sole reason for refusal or cancellation is failure to pay a prescribed fee under the 2006 Act (Regulation 4(1) of the 2018 Regulations).

\*\* Pursuant to legislation references in paragraph 17 of Schedule 1 to the 2018 Regulations.

*For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in [Disqualification under the Childcare Act 2006](#) statutory guidance.*

Where the legislation is relevant to the role, Reach is set up to generate a form for staff to sign a staff self-declaration form prior to commencing work. Although an individual can usually apply for a waiver of disqualification, they may not work in relevant childcare or the management of such provision while a waiver application is being considered. Advice on dealing with positive declarations is available from the HR Team.

## 9.8 Teacher Prohibition Checks

The Secretary of State may decide to impose a prohibition order on a teacher following a finding by the Teaching Regulation Agency (TRA) of “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, of a relevant offence.” A prohibition order is a lifetime ban, although in some circumstances the teacher may be able to make a request to have it reviewed after a specified period of time, and interim orders may be issued pending consideration of a case by the TRA.

Schools are required to check that a candidate to be employed in a role that involves teaching work\* is not subject to a prohibition order issued by the Secretary of State. This check must be undertaken by the school using the Employer Access Online service: <https://www.gov.uk/teacher-status-checks-information-for-employers>. The Prohibition Order check will also identify any prohibitions and sanctions made by the General Teaching Council for England (GTCE) before its abolition at the end of March 2012, and provide information about any teacher qualifications held and whether induction has been passed. Please print off the teacher information details and add it to the personnel file. Where the person being checked is not a teacher, a confirmation that the check has been made should be documented using the form at Appendix 1.

\* The Teachers' Disciplinary (England) Regulations 2012 define 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. These activities are not teaching work for the purposes of these Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction and supervision.

***If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.***

## 9.9 Health

Once a conditional offer of employment has been made, fitness for the post should be assessed through the school's occupational provider, normally via the completion of a Health Assessment Questionnaire. Currently schools should request this using the Maitland Medical Portal. Employment should not be confirmed until the school has received confirmation of the applicant's fitness for the post.

Subject to the employer's duties under the Equality Act 2010 (i.e. to make reasonable adjustments) a person may not be appointed as a teacher or worker with young people (nor continue in that capacity) if they do not have the requisite health and mental and physical capacity. Again, schools should actively manage progress with health assessments, to ensure that all necessary information is received and considered before employment commences.

Schools can seek advice from the Trust's HR Team on any information regarding health or disability declared on application forms or at interview and how this may be further considered within the provisions of the Equality Act 2010.

The [Governance handbook](#) explains:

"Employers are not allowed to ask about the health and disability of any candidate until after a job offer has been made, unless such an enquiry is to establish their capability to carry out a function intrinsic to the work concerned. Boards and academy trusts must make 'reasonable adjustments' to their employment arrangements, practices or premises if such changes would help alleviate any disadvantage suffered by a disabled employee compared to a non-disabled person."

### **9.10 Right to Work in the UK**

Under the Immigration, Asylum and Nationality Act 2006, employers are required to verify an employee's right to work in the UK before employment begins. Employing someone where it was known or there was 'reasonable cause to believe', that the applicant did not have the right to work in the UK could mean a jail sentence and payment of an unlimited fine.

This includes, for example, if there was any reason to believe that the individual:

- did not have leave (permission) to enter or remain in the UK
- their leave had expired
- they were not allowed to do certain types of work
- their papers were incorrect or false

An employer can also be penalised if an individual is employed who does not have the right to work and the correct checks were not carried out, or they were not done properly.

If this happens, the Trust might get a 'referral notice' to advise that the case is being considered and that a civil penalty (fine) may have to be paid - up to £20,000 for each illegal worker.

It is recommended that schools complete right to work checks at the interview stage of the recruitment process. Reach will generate an interview invite e-mail, explaining the Immigration, Asylum and Nationality Act and the document(s) candidates will need to present on the day of their interview.

Schools must ensure they check, copy and retain evidence of documents described in the acceptable documents list in Appendix 4. Schools are encouraged to use the Home Office's [Right to work checklist](#) when checking documents.

Schools can ensure they do not discriminate by treating all applicants in the same way. No assumption should be made about a person's right to work in the UK or their immigration status on the basis of their colour, nationality, ethnic or national origins, accent or length of time they have been resident in the UK.

Further guidance on right to work checks is included in the Home Office document: [An employer's guide to right to work checks](#)

From 1 January 2021, all employers are required to be a Home Office Licensed Sponsor, if wishing to recruit anyone from outside the UK (including hiring people from the EU). The Trust holds a licence centrally and therefore if any Headteacher/Line Manager is recruiting an individual from outside the UK, they should contact the HR team before any offer of employment is made. Only people who meet the job and salary requirements will be eligible.

### **9.11 If the person has lived or worked outside the UK, further checks the school considers appropriate**

These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the Employer Access Online service: <https://www.gov.uk/teacher-status-checks-information-for-employers>. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

Whilst a DBS check considers any criminal record in the UK, it cannot currently assess criminal records held overseas. Therefore, schools should ask any candidate who has lived outside of the UK for more than six months in the past five years, to obtain a criminal record check from the country they lived in. This is commonly referred to as a 'Certificate of Good Conduct' but has many different names including Certificate of Clearance and Certificate of no Criminal Conviction. The candidate will need to obtain a Certificate of Good Conduct in addition to a DBS check.

The application process for criminal records checks or 'Certificates of Good Conduct' varies from country to country. Candidates will have to apply in the country or to the relevant embassy in the UK. Further information on applying for criminal records checks from overseas is available here: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

A list of embassies and consulates contact details is available here: <https://www.gov.uk/government/publications/foreign-embassies-in-the-uk>

Candidates may also wish to contact the police authorities in the area in which they stayed and should request that the Certificate of Good Conduct is issued in English or obtain a certified translation of the certificate.

### **9.12 Professional Qualifications as appropriate**

Schools should ask to see original or certified copies of all relevant professional qualifications described in the candidate's application form, particularly where these have been stated as 'essential' criteria on the person specification for the post.

For teaching posts, maintained schools are required to confirm that a teacher has obtained qualified teacher status (QTS). Because QTS is not a requirement in academies, each academy is free to decide which professional qualifications it asks staff to provide evidence of. The Teacher Services system should be used to verify any award of QTS, and the completion of teacher induction or probation.

## **10. SINGLE CENTRAL RECORD**

A school's Single Central Record (SCR) demonstrates that it has carried out all mandatory pre-employment checks on staff and, where appropriate, others who have regular contact with children in the school. The KCSIE statutory advice states:

Schools and colleges must maintain a single central record of pre-appointment checks, referred to in the Regulations (listed in of the KCSIE document) as the register and more commonly known as the single central record. For requirements for schools in Multi-academy Trusts (MATs), see the KCSIE document. The single central record must cover the following people:

- all staff, including teacher trainees on salaried routes (see the KCSIE document), agency and third party supply staff (see the KCSIE document) who work at the school. In colleges, this means those providing education to children; and
- for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

The bullet points below set out the minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes). The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check. Identification checking guidelines can be found on the GOV.UK website;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK (see the KCSIE document); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in the KCSIE document;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

In addition:

- colleges must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
- a section 128 check (for management positions as set out in the KCSIE document for independent schools (including academies and free schools).

For agency and third party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.\*

Whilst there is no statutory duty to include on the single central record details of any other checks, schools and colleges are free to record any other information they deem relevant. For example, checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates. Schools and colleges may also wish to record the name of the person who carried out each check.

The single central record can be kept in paper or electronic form.

\* Independent schools and non-maintained special schools should also include the date on which any certificate was obtained.

Other key pre-employment checks not currently listed in the KCSIE document but which it is recommended schools record on their SCR are:

- References
- Disqualification under the Childcare Act 2006, where relevant to the role

- Health

The requirement for a SCR has been in place since 2007. There is no specified format for the SCR, although it must be accessible to inspectors. A recommended template SCR is available from the Trust's HR Team. Schools should ensure their SCR is stored securely, in accordance with data protection law.

The Ofsted guidance "Inspecting safeguarding in early years, education and skills" () states in paragraph 20, "Ofsted expects early years settings, schools and further education and skills providers to be able to demonstrate that they meet all regulations and duties for the purposes of the safeguarding judgement under leadership and management in the inspection handbook for the appropriate remit.

Paragraph 21 states, "Inspectors should check the single central record early in inspections of schools and colleges in the expectation that it will be complete and meet statutory requirements. During early years inspections, inspectors will check that the provider is able to produce evidence of suitability of relevant staff and adults."

Paragraph 22 states, "Inspectors should also check the setting's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies."

Paragraph 23 states, "Registered early years providers are expected to make all records available at inspection. If evidence of suitability is not kept on-site, inspectors can accept this evidence later during the inspection as long as it is provided before final feedback is given."

Paragraph 24 states, "If there is a **minor** administrative error on a single central record, such as the absence of a date on the record, and this can be easily rectified **before** the final team meeting, the school or college will be given the chance to resolve the issue."

In paragraph 25 "Ofsted has established a definition for 'administrative errors' in relation to the single central record (see below). No allowance will be made, for example, for breaches to the requirements for the Disclosure and Barring Scheme (DBS) disclosures.

26. Administrative errors may be defined as follows:

- Failure to record one or two dates
- Individual entries that are illegible
- One or two omissions where it is clear that the information is already held by the school or college but the school or college has failed to transfer over the information in full to the single central record.

When checking the completeness of the school's SCR, it is helpful to remember:

- DBS (formerly CRB) checks became mandatory for the entire maintained schools' workforce for all new appointments (including those following a break in service of three months or more) from 12 May 2006, or from September 2003 for independent schools including academies. Prior to this, from March 2002, CRB checks were required for all new appointments to posts with regular contact with or unsupervised access to children. The only requirement for those appointed prior to March 2002 is that they must have been List 99 checked. (List 99 has since been overtaken by the Barred List check, see para 3.6)
- For existing staff with continuity of employment that pre-dates the above requirements, the KCSIE advice states:

*If a school or college has concerns about an existing staff member's suitability to work with children, the school or college should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity, into work which is considered to be regulated activity, the relevant checks for that regulated activity must be carried out...*

*Apart from these circumstances, the school or college is not required to request a DBS check or barred list check.*

- Where a worker is not directly employed by the school (for example, an agency supply teacher) the agency is responsible for carrying out relevant checks. The school does not need to carry out the checks or see the evidence of the checks. However, the school must obtain written confirmation from the other organisation that they have carried out the relevant checks for anyone they provide to the school. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Advice on appropriate checks for governors, volunteers, contractors, visitors, those supervising children on work experience work and where children will be staying with a 'host family', although outside the scope of this Recruitment and Selection toolkit, is included in the [KCSIE](#) document.

## **11. THE SELECTION PROCESS**

The process will assess the merits and suitability of each candidate against the job requirements (i.e. job description and person specification) and explore their suitability to work with children.

Selection methods will not disadvantage any particular group and all applicants will be treated in a consistent and a non-discriminatory manner. Every effort will be made to accommodate any special requirements necessary to enable candidates to participate in the process, for example making reasonable adjustments for a candidate with a disability.

Appropriate and effective selection tools and processes will be used and a range of selection methods will be considered in order to test candidate suitability for the role.

## **12. INTERVIEWS**

Schools should conduct a formal interview for all appointments. Even if there is only one candidate and the school is comfortable with their appointment, the interview provides an opportunity to explore any questions that arise from the application and clarify expectations for the post.

For all candidates, the purpose of the interview is to assess the skills, experience and general background of the applicant in order to make a decision on which candidate is the most suitable person for a particular post.

In preparing for the interview the panel should consider the following:

- Write a set of interview questions that are directly linked to the criteria detailed in the person specification.
- Questions should focus on collecting information and exploring facts, and interviewers should take care not to make decisions based on assumptions about applicants linked to their own subjective views and opinions.
- Make sure that tests/presentations/assessments are relevant to the job and fit for purpose.

Preparing a list of core interview questions to be asked of all applicants ensures consistency and fairness because all interviewees will be given an equal opportunity to sell their skills and abilities. However, interviewers should not restrict themselves to asking only these questions, as there will also be a need to ask questions that are specific to a particular applicant, for example, to clarify something vague or ambiguous on an application form or to ask about a gap in their employment history. In addition, further questions will be necessary in order to follow up or probe any relevant matter raised or hinted at by the interviewee.

Safer recruitment practices at interview include:

- Exploring any gaps in employment on the application form and ensuring that they are satisfactorily explained
- Asking candidates about their previous experience of working with children, especially the age group relevant to the job. Finding out, in particular, their attitude to managing behaviour in school
- Assessing candidates' motivation to work with children - asking whether candidates have had any difficulties with children and how they have managed these
- Discussing child protection issues with candidates and ensuring that they have seen the Trust's safeguarding policy and the school's child protection procedures
- Completing necessary pre-employment checks (see paragraph 3), in particular, in relation to the Immigration, Asylum and Nationality Act and professional qualifications.

Example safer recruitment interview questions are included in Appendix 5.

More generally, good practice interview techniques include:

- Designing questions to check facts, obtain relevant information about each applicant's background, test achievement and assess aptitude and potential
- Asking specific questions about the applicant's work experience, qualifications, skills, abilities, ambitions and strengths/weaknesses. Asking questions that require the applicant to give examples of real situations that he or she has experienced, for example: 'Tell me about a time when you had to discipline a member of your staff. How did you handle it?' Refraining from making assumptions
- Providing regular signposts to help the candidate see the relevance of questions
- Structuring questions simply and clearly. Avoiding asking multiple questions at the same time as this can be confusing. Being alert for signs that the candidate is becoming worried or confused. Sometimes it may be necessary to slow down, rephrase the question or explain more clearly the information being sought
- Allowing the candidate plenty of time to talk. Encouraging them with non-verbal cues, or by nodding and looking interested. The ratio in a selection interview should be about 70/30 – with the candidate talking 70% of the time
- Listening to what the candidate is saying, rather than thinking about the next question. Not being afraid to bring the candidate back on track if they are not answering the question or are otherwise 'waffling', using words like 'specifically', 'exactly', 'particularly', to focus attention.
- Asking open questions, i.e., those beginning with 'what', 'which', 'why', 'how', 'where', 'when' and 'who', rather than closed questions inviting only a 'yes' or 'no' other than where closed questions are necessary to elicit the specifics of a candidate's experience (as described above)
- Avoiding hypothetical questions (for, example, 'what would you do if you were asked to...') which may simply elicit a model interview response rather than what the candidate did when presented with a similar situation in the past
- Asking questions that are challenging, without doing so in an intimidating or aggressive tone or manner
- Questions about health should not be routinely asked until after an offer of employment has been made

- Keeping notes of the answers given by candidates
- Clearly explaining to candidates what will happen next, both in terms of further selection activities and how and when they will be informed of the outcome of their application.

Example interview questions for different school posts are freely available on the internet, although schools should always ensure interview questions link directly to the specific requirements of the post and focus on drawing out examples of related skills and experience. Further advice is available from the Trust's HR Team.

All information should be recorded and an Interview Score Sheet is included in Appendix 6. This provides a framework for recording interview questions and key evidence the school would expect a 'good' response to each question to include. The sheet can then be used to record candidate responses and for scoring following each interview. If additional selection methods are used, these will be fed into the decision-making process at the end, and the candidate who best meets the selection criteria chosen. The selection panel will agree feedback for each candidate and record whether or not each candidate is suitable for appointment, even if not the first-choice candidate. The form also provides a clear record of interview, again, as a helpful reminder of the recruiting manager(s)' decision making process when providing feedback to unsuccessful candidates, or when responding to any allegation of discrimination in the school's recruitment practices.

All candidates will be notified of the outcome of the interview as soon as possible. However, the selection panel will wait until the successful candidate has accepted the offer before informing unsuccessful candidates, unless they are clearly unsuitable for the post. All candidates will be offered feedback on their performance during the selection process and an explanation of the decision, if requested.

Where a person's disability may affect their ability to carry out some or all of the duties of the job, it is a requirement to consider their suitability on the basis that any reasonable adjustments that may be required have been made. Similarly, if special equipment is required the candidate's suitability will be evaluated on the basis that the equipment is in place. In certain circumstances support can be obtained from external sources such as Access to Work.

## **13. SELECTION TESTS**

Any selection activity should reflect the reality of the job and link back to the job description and person specification. When putting together a programme of selection activities, schools should consider the opportunities for candidates to show different aspects of their abilities and ensure a fair process in terms of the time made available, comparable treatment of all candidates and accessibility of activities for candidates with a disability.

### **13.1 Psychological Tests**

Psychological tests are tests which can be systematically scored and administered. They are supported by a body of evidence and statistical data which demonstrates their validity, and are used in an occupational setting to measure individual differences (for example in ability, aptitude, attainment, intelligence or personality). With the increase in the use of technology in the workplace, online testing is also growing in popularity.

Most tests are designed and developed by occupational psychologists and are accompanied by detailed manuals providing the data to establish the reliability of the test and the normative information against which test results may be compared. This is the information that allows employers to compare their test candidates against the scores of a normal population of similar people. Administering tests and analysing the results is a skilled task. Scoring of tests is often complex and how it is done will depend on what a test is trying to measure. With personality tests there are no right or wrong answers as they are designed to present a profile of an individual.

Schools interested in using psychological tests can seek further advice from the Trust's HR managers.

### **13.2 Other Selection Activities**

In addition to a formal interview and any psychological tests used, schools may consider other selection activities designed to assess the candidate's suitability, including:

- Presentations\*
- Assemblies\*
- Teaching or lesson observations\*
- Meeting pupils or members of the school community
- In-tray exercises
- Role plays
- Group exercises

\* Candidates would normally be given information in advance in order to allow them to prepare appropriately.

## **14. APPOINTMENT AND FOLLOW UP**

### **14.1 The Appointment Decision**

Having weighed up all of the information obtained through the selection process, the Hiring Manager may make a verbal, conditional offer of appointment to the preferred candidate. In doing so, the school must make it clear that the offer is subject to satisfactory completion of a number of pre-employment checks. The preferred candidate should be asked to give a verbal acceptance of the offer. The Verbal Offer Form must be completed on Reach at this point.

Once verbal acceptance of the offer has been received, the Hiring Manager must complete the New Manager Set Up Offer form on Reach, which will provide all the details for the HR Team to issue a written, conditional offer to the candidate.

Occasionally, the recruiting manager may feel that none of the candidates are suitable for appointment. If this is the case, it is better to make no appointment than to make a weak appointment. A poor recruitment decision can have a significant impact on teaching and learning outcomes, colleagues, the school's reputation and parental complaints, and may require significant management time to address.

If no appointment is made for whatever reason the panel should decide whether a further selection process could be held on the basis of the applications already received or if the post should be re-advertised.

### **14.2 Feedback to Candidates**

Feedback to candidates, both successful and unsuccessful, is an essential part of the 'candidate experience' which, as mentioned earlier, can have a significant impact on their view of the organisation and future recruitment activities. Effective feedback can help a candidate better convey their skills and experience in future applications, assist with planning their CPD or help refocus their applications if they are perhaps unsuited to the specific area of work applied for. This not only benefits the recruiting school but also the wider school workforce.

The shortlisting matrix or interview scoring matrix (Appendices X and X) will help identify key areas to feedback – i.e., those where the candidate fared well or equally in relation to other applicants and those which represent development areas for the candidate. Specific examples will always be more helpful and will usually lead to the feedback being more readily accepted.

When giving interview feedback it is often helpful to start by asking the candidate how they felt the interview went. The candidate will have already reflected on the process and their comments will often provide a good introduction to points of feedback that the school might have thought would be more 'difficult' to feedback.

### **14.3 Actions Following a Conditional Offer**

Unless current employment means this is not necessary, the Reach system will provide the successful candidate with the documents necessary to initiate some pre-employment information and ensure appropriate payroll and pensions information is received/returned.

Schools must initiate the medical and DBS applications. Reach will send an e-mail to Hiring Managers advising that they should log into the Trust's health provider's website to begin the medical application, and also log into the DBS provider's website to begin the DBS process.

As described earlier, schools should actively manage the completion of all pre-employment checks prior to appointment.

The appointment should be reported to the next meeting of the Local Governing Body.

### **14.4 Induction and probationary procedures**

The natural conclusion to any recruitment process is planning for the new employee's induction. Hiring Managers should refer to the Trust's Induction Guidance and Induction Checklist for further information.

The purpose of induction is to ensure the effective integration of staff into the organisation for the benefit of both parties. Research demonstrates that induction programmes have benefits for both employers and employees. For employers these include improving the person-job fit, reducing turnover and absenteeism, and increasing employee commitment and job satisfaction – ensuring the school's significant investment in recruitment and selection processes is returned. For employees, starting a new role in a new organisation can be an anxious time and an induction programme enables them to understand more about the organisation, their role and ways of working, as well as meet colleagues.

A good induction programme contains the following elements:

- A clear outline of the job/role requirements
- Explanation of terms and conditions including key policies
- Orientation (physical) - describing where the facilities are
- Orientation (organisational) - showing how the employee fits into the team and how their role fits with the organisation's strategy and goals
- An awareness of other functions within the organisation, and how the employee fits within them
- Meeting with key senior employees (either face to face or through the use of technology)

- Health and safety information - this is a legal requirement
- Details of the organisation's history, its culture, values and services
- Practical information such as how to contact IT and when the fire alarm tests take place.

All new external appointments to the Trust are subject to a probationary period, normally of six months (see separate policy and procedure).

## **15. ADDITIONAL REQUIREMENTS**

### **15.1 Equal Opportunities**

Schools which follow good practice in recruitment and selection should find that their procedures meet all statutory requirements under appropriate equal opportunities legislation. Further information can be found in the Trust's Equality in Employment Policy and Equality in Employment Guidance.

All candidates are requested to complete the Equal Opportunities section of the application form in order that the Trust can monitor recruitment and selection practices and the workforce to see how well our workforce represents the communities that we serve. The information is also required from internal candidates to obtain a true picture of our workforce profile. The information contained within this section is not visible to the hiring manager.

### **15.2 Internally Promoted Posts**

There may be occasions when the school wishes to consider an internal promotion without first advertising externally (see Leadership Development Programme policy and procedure). The Hiring Manager should follow the same process on Reach by completing the Advert Request Form and under the advertising section selecting 'Internal Only'.

### **15.3 Teaching Qualifications**

Teachers who obtained qualified teacher status after 7 May 1999 must complete an induction period of three school terms in order to remain eligible for employment as a teacher in maintained schools. Newly qualified teachers should have a timetable of only 90% of normal average teaching time in order to allow for the induction programme and the local governing body should take account of the school's responsibility to provide the necessary monitoring, support and assessment for the induction period.

Teachers from within the EU/EEA Member States whose teaching qualifications are recognised in England, are exempt from completing induction.

Additionally, from 1 April 2012, teachers who qualified in Australia, Canada, New Zealand and the United States of America (USA) are recognised as qualified teachers and awarded Qualified Teacher Status (QTS) in England without being required to undertake any further training or assessment. They are still required to satisfy any UK Border Agency requirements that may apply to them for the purposes of entering or remaining in the UK to work as a teacher.

Teachers must apply to the Teaching Regulation Agency for the award of QTS before they can be recognised as qualified teachers. Once QTS has been awarded, teachers qualified in Australia, Canada, New Zealand and in the USA will not be required to undertake statutory induction.

There is further guidance about overseas trained teachers on the gov.uk website: <https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea>

Since 1 April 2012, further education teachers who have been awarded QTLS by the Society for Education and Training (SET) and are members of SET are recognised as qualified teachers in schools. This allows them to be appointed to permanent posts in state maintained schools in England and be paid on the qualified teachers' pay scale. They continue to be recognised as qualified school teachers providing they remain a member of SET.

A person with QTLS status and membership of SET is automatically recognised as a qualified teacher in schools. There is no need for them to apply to the TRA for QTS. A certificate from SET is sufficient evidence.

FE teachers with other qualifications such as the Diploma in Teaching in the Lifelong Learning Sector, Certificate in Further Education Teaching or the FE Postgraduate Certificate of Education are not recognised as qualified teachers. They can apply to SET for QTLS status which, once awarded, would allow them to be recognised as qualified teachers in schools.

QTLS holders are exempt from serving statutory induction period in schools.

The requirements to be accepted as a qualified teacher are determined by regulations. Teachers recognised as qualified in another EU/EEA Member State and some overseas trained teachers are recognised as qualified in this country. Teaching applicants whose qualifications were obtained abroad must provide written evidence that their qualified status is valid in England and Wales. The possession of a Teacher Reference Number does not automatically indicate qualified status.

Further Education Teachers who have qualifications to teach in the further education sector can work in maintained schools in England as qualified teachers if they have achieved the full professional status of qualified teacher learning and skills (QTLS) with SET.

Revised regulations came into force on 1 September 2012, removing the earlier restrictions that permitted maintained schools only to appoint instructors for the period during which a qualified or trainee teacher is unavailable. This amendment gives schools greater freedom to appoint industry experts, who are not qualified teachers, to work as instructors teaching and supporting the teaching of appropriate vocational courses.

There is no requirement for teaching staff in free schools or independent schools to hold QTS.

From 27 July 2012, there is no longer a requirement for teaching staff in academies to have QTS other than where their funding agreement requires this. However, special educational needs coordinators and designated teachers for looked after children must have QTS, including those in academies. All teachers in special academies must hold QTS.

## APPENDIX 1 – PRE-EMPLOYMENT CHECKS – RECRUITMENT CHECKLIST

All schools ensure that wherever practicable the checks have been completed before the applicant starts work. The outcome of all checks should be recorded in the school's Single Central Record (see paragraph 4 above). However, schools may wish to use the checklist below to note progress. A thorough risk assessment, with the advice of one of the Trust's HR managers, should be undertaken when considering allowing an applicant to start work while any pre-employment checks remain outstanding and additional supervision may be necessary if this is agreed.

Check	Date checking process started?	Progress notes	Date completed and SCR updated
Employment References			
Identity			
DBS and Barred List			
Disqualification under the Childcare Act 2006, where relevant to the role			
Prohibition Order, for those engaged in teaching work	<i>This check will be completed by the HR Team for teachers</i>		
Section 128 check, for management positions			
Health			
Right to work in the UK			
If the person has lived or worked outside the UK, further checks the school considers appropriate, including checks for EEA teacher sanctions and restrictions			
Professional qualifications, as appropriate.			

## APPENDIX 2 – CONFIDENTIAL REFERENCE REQUEST PROFORMA

Dear

**Name of applicant:**

**Position:**

The above named person has applied for employment with the Unity Schools Partnership in the role of (insert job title), at (insert school name). Details of the post are set out in the enclosed Job Description and Person Profile.

To help us assess the candidate's suitability for the role, I would be grateful if you could provide the information requested in the attached form. If you prefer to provide a reference in narrative form rather than filling in the form, please feel free to do so, but please ensure that you reply on official headed paper and that you cover all the information requested in the "Essential Information" box on the form. In accordance with the Equality Act 2010, health related information requested in Part 2 of this form will be separated upon receipt and only considered after any offer of employment.

(For posts that may include **unsupervised access**;) This post has unsupervised access to vulnerable people and is therefore exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions Order) 1975. It will not contravene the Act to disclose information that you have in connection with this applicant regarding convictions that would otherwise be considered "spent". Furthermore, it is essential that you let us know if for any reason, in your opinion, (insert applicant's name) should not be employed to work with children, or you have any concerns about their suitability for this post.

(For posts that would **not normally include unsupervised access**;) This post will involve some contact with children in a school environment. It is therefore essential that you let us know if for any reason, in your opinion, (insert applicant's name) should not be employed to work with children, or you have any concerns about their suitability for this post.

Finally, (insert name of school) operates a system of confidential references. Your reference should, therefore, be supplied in the knowledge that the applicant will not be granted access to it.

You can send your reference by post or email to the above addresses, or by fax to 01xxx xxxxxx. **Interviews for this post are planned for (insert date). If at all possible, it would be extremely helpful if you could return your reference before this date.**

Thank you in advance for your co-operation and assistance in this matter.

Yours sincerely,

Headteacher

**CONFIDENTIAL REFERENCE REQUEST FORM - ESSENTIAL INFORMATION**

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 Profile.) Yes/No If no, please comment:	
Is the applicant (or were they at the date of leaving your employment) subject to any informal or formal disciplinary or capability procedures (including investigations) 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:  <i>(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 fair and accurate reference.)</i>	
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.	
Is/Was their general attendance (unrelated to health) and punctuality good? Yes/No If no, please comment:	
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? Yes/No If yes, please comment:	

**CONFIDENTIAL REFERENCE REQUEST FORM - FURTHER INFORMATION**

Please rate (circle as appropriate) and comment, to the best of your knowledge, on the applicant's ability, typical performance or any specific activities they have undertaken in the following areas (continuing on a separate sheet if necessary):

**1. Building and maintaining effective working relationships.** (If currently or previously employed in a school environment, please comment on relationships with pupils, parents, colleagues and the wider school community)

Excellent	Good	Fair	Poor
-----------	------	------	------

Comments:

**2. Willingness to learn and develop/continuous professional development.** (For headship appointments, please detail any relevant programmes undertaken, e.g., NPQH)

Excellent	Good	Fair	Poor
-----------	------	------	------

Comments:

**3. Flexibility.** (For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing)

Excellent	Good	Fair	Poor
-----------	------	------	------

Comments:

**4. Team working.** (Ability to work co-operatively with colleagues and share responsibility for team outputs)

Excellent	Good	Fair	Poor
-----------	------	------	------

Comments:

<b>5. Ability to prioritise work and meet deadlines</b>			
Excellent	Good	Fair	Poor
Comments:			
<b>6. Ability to use own initiative appropriately</b>			
Excellent	Good	Fair	Poor
Comments:			
<b>7. Communication</b> , both written and verbal, with varying audiences			
Excellent	Good	Fair	Poor
Comments:			
<b>8. Contribution to your organisation/general life of the school</b>			
Excellent	Good	Fair	Poor
Comments:			
<b>9. For teaching appointments only, quality of teaching</b> (overall, based on lesson observations during current/most recent performance management cycle)			
Outstanding	Good	Requires improvement	Inadequate
Comments:			

<b>10. For teaching appointments only, assessment against Teachers' Standards (overall, based on current/most recent performance management cycle)</b>			
Outstanding	Good	Requires improvement	Inadequate
Comments:			
<b>11. For management or leadership posts only, people management and leadership skills</b>			
Excellent	Good	Fair	Poor
Comments:			
<b>12. For management or leadership posts only, budget management skills</b>			
Excellent	Good	Fair	Poor
Comments:			
<b>13. For management or leadership posts only, relationships with senior management teams and/or other relevant agencies and organisations.</b> (For headship appointments, please comment on relationships with governors.)			
Excellent	Good	Fair	Poor
Comments:			
<b>14. For all posts, in your opinion, are there any elements of the post that you think the applicant may have difficulty with?</b>			
Yes		No	
If yes, please comment:			

**15. For all posts, overall, how would you grade your recommendation for this applicant for the above post?**

Strongly recommend

Recommend with reservations stated above

Do not recommend

Any Comments:

**Please ensure that you have also completed Part 2 of this confidential reference request (which relates to absence).**

Signed:

Name:

Position:

Organisation:

Date:

Confidential reference proforma continued – this page is left deliberately blank

**CONFIDENTIAL REFERENCE REQUEST FORM – PART 2**

Additional information only to be considered after any offer of employment

**Name of applicant:**

How many days of sickness absence has the applicant had/did the applicant have in their last 12 months of employment?

Over how many separate occasions did these absences occur?

Any comments:

*(Note: Under the Data Protection Act, sensitive data regarding reasons for absence may only be included with the applicant's permission)*

**Signed (referee):**

## APPENDIX 3 – A GUIDE TO CHECKING DBS CERTIFICATES

Ensure you see an original DBS certificate. Copies or digital photographs are not acceptable and must be rejected.

A DBS certificate contains the DBS logo on the front face and also contains a number of security features which can be used to verify whether it has been counterfeited or altered.

The areas to be aware of and examined are as follows:

- an original DBS certificate has printing on both sides; the paper size is 209mm width x 404mm length which is larger than A4
- the personal information print colour on the certificate is purple
- a 'crown seal' watermark repeated down the right-hand side of the certificate is visible both on the surface and when holding the certificate up to the light
- a background design with the word 'Disclosure' appears in a wave-like pattern across both sides of the document – on the front of the certificate this pattern is green and on the rear of the document this is purple

If you are unsure whether a DBS certificate is genuine, or you think that it may have been altered, you should contact DBS immediately at [FDIT@db.sgs.gov.uk](mailto:FDIT@db.sgs.gov.uk).

In addition to checking the authenticity of the certificate, schools also need to ensure the certificate relates to the person presenting it. This can be done by checking the name and date of birth on the certificate against a document such as a driving licence or passport.

Finally, you should check the details of any caution, conviction, barring or other police information provided.

The image shows a screenshot of an Enhanced DBS Certificate, Page 1 of 2. The certificate is issued by the Disclosure & Barring Service. It contains the following information:

- Applicant Personal Details:** Surname, Forename(s), Other Names, Date of Birth, Place of Birth, Gender.
- Employment Details:** Certificate Number (001405742360), Date of Issue (24 MAY 2013), Position applied for, Name of Employer.
- Countersignatory Details:** Registered Person/body (SUFFOLK COUNTY COUNCIL), Countersignatory.
- Police Records of Convictions, Cautions, Reprimands and Warnings:** NONE RECORDED.
- Information from the list held under Section 142 of the Education Act 2002:** NONE RECORDED.
- DBS Children's Barred List information:** NONE RECORDED.
- DBS Adults' Barred List information:** NONE RECORDED.
- Other relevant information disclosed at the Chief Police Officer(s) discretion:** NONE RECORDED.

At the bottom, it states: "Enhanced Certificate. This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997." and "THIS CERTIFICATE IS NOT EVIDENCE OF IDENTITY. Continued on page 2."

- Check name(s)
- Check date of birth

- Details of any caution, conviction, barring or police information will be recorded in one or more of these fields. If you have requested a check of the children's barred list, ensure that that field does **not** say, 'NOT REQUESTED'

**Recording what's been checked – at school**

Schools should check the certificate and make a note of the disclosure number, the date the certificate was seen and verified and the result on their Single Central Record.

**Further advice – what if something is disclosed on the certificate?**

If any conviction information is disclosed on the certificate you will need to contact the HR Team to discuss the details before confirming your recruitment decision.

## **Immigration, Asylum and Nationality Act 2006 Information for candidates invited to interview**

The law on the prevention of illegal migrant working is set out in Sections 15-25 of the Immigration, Asylum and Nationality Act 2006. These provisions replace the requirements set out under Section 8 of the Asylum and Immigration Act 1996, and came into force on 29 February 2008. The law requires all employers in the United Kingdom to make basic document checks on every person they intend to employ to prevent illegal migrant working in the UK.

The documents we may accept from a person to prove their right to work are set out in Annex A. There are two lists – List A and List B. You must present an original document, or document combination, specified in one of these lists

**List A** contains the range of documents which employers may accept for a person who has a permanent right to work in the UK, establishing a ‘continuous statutory excuse’.

**List B** contains a range of documents which may be accepted for a person who has a temporary right to work in the UK, establishing a ‘time-limited statutory excuse’. Follow up checks will be required.

**Employers must check that the documents provided are genuine and that the person presenting them is the prospective employee or employee, the rightful holder and allowed to do the type of work being offered. The employer must check:**

- 1) photographs and dates of birth are consistent across documents and with the person’s appearance in order to detect impersonation:
- 2) expiry dates for permission to be in the UK have not passed:
- 3) any work restrictions to determine if they are allowed to do the type of work on offer (for students who have limited permission to work during term-times, employers must also obtain, copy and retain details of their academic term and vacation times covering the duration of their period of study in the UK for which they will be employed);
- 4) the documents are genuine, have not been tampered with and belong to the holder; and
- 5) the reasons for any different names across documents (e.g. marriage certificate, divorce decree, deed poll). Supporting documents should also be photocopied and a copy retained.

**Employers must also make a clear copy of each document in a format which cannot later be altered, and retain the copy securely: electronically or in hardcopy.** The employer must retain a record of the date on which it made the check. They must copy and retain:

- 1) Passports: any page with the document expiry date, the holder’s nationality, date of birth, signature, leave expiry date, biometric details, photograph and any page containing information indicating the holder has an entitlement to enter or remain in the UK and undertake the work in question.
- 2) All other documents: the document in full, including both sides of a Biometric Residence Permit.

**Employers must retain the copy or copies securely for not less than two years after the employment has come to an end.**

This procedure is applied to all shortlisted applicants, irrespective of nationality, ethnic origin or any other attribute. If you are subsequently unsuccessful, the document will either be destroyed or returned to you with a letter confirming you have been unsuccessful.

## Annex A - Lists of acceptable documents for right to work checks

List A	
Acceptable documents to establish a continuous statutory excuse	
1.	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2.	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3.	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4.	A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
5.	A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.	A <b>current</b> passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.	A <b>current</b> Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
8.	A <b>full</b> birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
9.	A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
10.	A certificate of registration or naturalisation as a British citizen, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

## List B

### Group 1 – Documents where a time-limited statutory excuse lasts until the expiry date of leave

- |    |  |
|----|--|
| 1. | A <b>current</b> passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.   |
| 2. | A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.   |
| 3. | A <b>current</b> Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.  |
| 4. | A <b>current</b> Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer. |

### Group 2 – Documents where a time-limited statutory excuse lasts for six months

- |    |  |
|----|--|
| 1. | A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is <b>less than six months old together with a Positive Verification Notice</b> from the Home Office Employer Checking Service. |
| 2. | An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, <b>together with a Positive Verification Notice</b> from the Home Office Employer Checking Service.  |
| 3. | A <b>Positive Verification Notice</b> issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.   |

**The following countries are part of the European Economic Area (EEA) and their nationals may work without restriction:**

- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden

Nationals of Switzerland may also work without restriction.

## APPENDIX 4 – SHORTLISTED CANDIDATE APPLICATION FORM CHECKS

Before inviting applicants to interview, please ensure the following application form checks have taken place. *This is to ensure compliance with Safer Recruitment.* Failure to do so may result in the correct references not being taken up and delays finalising the recruitment procedure in the event an offer is made.

Candidate Name: \_\_\_\_\_ Position: \_\_\_\_\_ Interview date: \_\_\_\_\_

*Please attach this form to one set of the relevant interview notes.*

Check:	Hints:	Yes	No	Action
Are there any gaps in employment history?	Check from leaving education to current date/employment.			<ul style="list-style-type: none"> <li>Ensure this is addressed at interview and recorded appropriately</li> </ul>
Has the applicant had any period overseas?	Any period of 6 months or more in the last 5 years – work or living.			<ul style="list-style-type: none"> <li>Ensure the candidate is aware that an overseas check (Certificate of Good Conduct) will be required if an offer is made.</li> </ul>
Do references really cover a complete 5-year history of employment?	The candidate may have stated ‘yes’ but this is often <i>not</i> the case.			<ul style="list-style-type: none"> <li>Ensure this is addressed at interview. A full 5 years of references will be required should an offer be made.</li> <li>Contact details will be required for all referees should an offer be made.</li> </ul>
Is the current/ last employee listed as a referee?				<ul style="list-style-type: none"> <li>Ensure this is addressed at interview. A reference from the current/last employer will be required should an offer be made.</li> </ul>
Are their e-mail addresses in place for the referees?	Check both ‘suggested’ referees on the references page. Check that the e-mail addresses are not ‘made up’ – i.e. <a href="mailto:notknown@gmail.com">notknown@gmail.com</a>			<ul style="list-style-type: none"> <li>REACH cannot request references if there are no e-mail addresses listed.</li> </ul>

Signed: \_\_\_\_\_ Name: \_\_\_\_\_ Role: \_\_\_\_\_

# APPENDIX 5 – SAFER RECRUITMENT GUIDANCE FOR INTERVIEWS

## Summary

This guidance is confidential to managers who have a bona fide role in recruiting staff and should not be shared with other staff who have no clear reason for having sight of it.

Before the interview, time should be taken to plan in detail the content of the questions to be asked. The interview panel should agree a form of questions which focus on the area of safe working and which will elicit responses from each candidate that can then be analysed.

## Open and closed questions

Open and closed questions have an equally important role in the interview process. Closed questions can help to establish facts such as:

- Do you...?
- When were you...?
- Do you think it is acceptable to.....?

By contrast, open questions require a fuller answer and enable the candidate to elaborate. These sorts of questions, sometimes referred to as behavioural questioning, can give you some indication of how a candidate behaves in a particular situation and can also give you some idea of the candidate's beliefs and/or value systems:

- Tell me about..... please describe
- How do you feel when.....
- How have you.....?
- What do you think are the qualities.....?
- Give some examples which you think reflect these qualities
- What attracted you to youth work/support work/caretaking/admin work in a childcare setting?
- Give examples of situations where you have had to.....
- How did you manage a situation where.....?
- Tell me about a time when.....?

## Clarity and relevance

It is important that you make your questions clear and relevant, and take time to plan carefully. The following are examples of bad interview practice:

- Making assumptions
- Asking convoluted questions
- Using complex jargon, unless strictly relevant to the post

- Leading the candidate in a particular direction
- Talking too much yourself. It is perfectly acceptable to have periods of silence while you wait for the candidate to reflect on their answer
- Letting a candidate side-track the process by going off at a tangent; stick to the agreed questions and request an answer
- Accepting a short answer that lacks details and then quickly moving on. Remember to probe and ask further questions if required.

## **Appropriate questions**

Appropriate questions during the interview process will encourage unsuitable candidates to display unsuitable behaviour/attitudes. It is not usually a good idea, however, to rely on asking a hypothetical question to uncover an applicant's attitude. It is far better to ask 'behavioural' type questions from which you can infer behaviours and attitudes. Developing good listening skills will help you to take constructive interview notes, which can be invaluable later when you are deciding on which candidate to appoint. It is important to be attentive to what the candidate says and to be alert to any body language that may identify incongruities and areas that require further probing.

## **Asking challenging questions**

As a recruiter, the most challenging part of the recruitment process is the need to focus on exploring the candidate's attitudes in relation to their suitability to work with children. The need to ask probing questions about this sensitive subject and doing so in a way which does not seem overly intrusive is a skill. Nevertheless, as a recruiter of staff, it is important that you develop such a skill since potential child abusers can be devious – they may rehearse model questions about child safeguarding and then put on a highly convincing performance.

Remember, however, that you are conducting an interview and not an interrogation. You may be as concerned about not 'putting off' a promising applicant as you are about deterring an unsuitable one. For these reasons it is important to ask questions and to explore the answers in a non-threatening and matter-of-fact way.

The following are sample questions to ask at interview – you will need to select the ones that are most relevant to the post you are offering. There are also some guidelines about how to interpret the answers that the candidate gives you. These should help ensure that your decision to appoint/not appoint is based on sound reasoning.

## **Questions designed to examine a candidate's attitude towards safeguarding and promoting the welfare of children and young people:**

1. What attracted you to this post/service/type of work?
2. How do you think your own childhood may have influenced your practice with the children/young people you work with?
3. What motivates you to work with children and young people?
4. Say a bit about your interests outside of work.
5. What do you think are the professional challenges that face people who work with children/young people today?
6. Give an example of when you had to deal with bullying behaviour between children/young people? What did you do? What made it successful? With the benefit of hindsight, what might you have done differently?

7. Young people can develop crushes on staff. Have you ever had to deal with an issue like this, personally or in relation to a colleague? How did you respond? What action did you take?
8. Tell us about a time you took action to challenge a colleague's behaviour or attitude towards children.
9. Give an example of how you have managed poor or inappropriate behaviour in a child or young person.
10. Give an example of how you have had to respond to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
11. Tell us about a time you considered, and subsequently decided to, intervene physically in a situation involving young people. What was the outcome? Would you have done anything differently?
12. What makes a youth club/school/out of school setting safe and caring in your opinion?
13. How would you define a 'vulnerable child'? What sort of support have you offered to children/young people in this position?
14. What policies are important to support a safe environment?
15. Give an example of a time when you were expected to work in a way or under conditions which made you feel uncomfortable. How did you manage the situation? What was the outcome and what might you have done differently?
16. What responsibility do staff have in protecting children? Tell us about a time when you protected a child from harm. Were you satisfied with the outcome? With the benefit of hindsight, what might you have done differently?
17. How do you define an appropriate youth worker / Connexions worker / teacher / secretary / teaching assistant / site manager / child relationship?
18. Give some examples of what you would consider to be appropriate and inappropriate behaviour.

**Positive signs to look for:**

- Convincing answers based on a balanced understanding of self and others
- A realistic knowledge of their own strengths and weaknesses
- Examples of having tried a range of options or alternatives when working with children
- A realistic appreciation of the challenges involved in working with children
- Examples when the candidate has evidenced that they have appropriate boundaries with children/young people and where they can see limitations to their own influence and ask for help and support when necessary
- Aware of appropriate professional conduct in relation to physical intervention with children/managing crushes/whistleblowing, etc
- Ability to link thoughts/feelings and actions that allows for building on values and judgements based on new information
- A contemplative approach with an ability to reflect on personal experiences and learn lessons from others rather than an overly impulsive approach to stressful situations

- An awareness of a range of emotions that they might feel an understanding of why they might be felt
- Shows respect for others' feelings, views and circumstances

### **Signs which may indicate risk:**

Individuals unsuited to working with children may demonstrate one or more characteristics that can be viewed as danger signs:

- The candidate's answers at interview may imply that their view is that children and adults are equal in every sense, thereby ignoring disparities in power and authority
- There may be a tendency to view children and young people in idealised or romanticised terms; there is no clear sense of what working with children is really like
- There may be an inability to recognise that inherent vulnerability of children from troubled or disadvantaged backgrounds
- There may appear to be an over-identification with children or young people and a lack of appropriate intimate or supportive relationships with other adults
- They may demonstrate a lack of self-awareness; they don't see themselves as others see them; not realistic about their own strengths and weaknesses
- They may appear dogmatic, autocratic, arrogant or over-confident
- Inappropriate responses under pressure or when in positions of power; conflict is badly handled
- The candidate doesn't appear to have sought advice when necessary
- Body language may suggest that an applicant is lying
- The tone of the answers may suggest that they have been well rehearsed
- The candidate does not show a full or rounded appreciation of the need to safeguard children; underplays the risks and/or consistently puts the responsibility for child protection elsewhere
- The candidate may spend the majority of the time undertaking activities that involve contact with children and young people so that there is little evidence of an established work-life balance or any need for one

### **Recording an interview**

Written notes should be made of the candidate's answers, including non-verbal responses as well as verbal ones. The notes can be used as a basis for scoring each of the responses and for making a final assessment of the most suitable candidate for the post. Notes for the candidate who is appointed should be kept securely on the personal file. Notes for candidates who you decide not to appoint should be kept securely and confidentially for six months.

## APPENDIX 6 - INTERVIEW SCORE SHEET

Candidate Name: \_\_\_\_\_

Vacancy Ref & Title: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Safer recruitment trained panel member(s): \_\_\_\_\_

Application form check list completed *Attach to one set of notes for file.*  
and attached: \_\_\_\_\_

Scoring Key: 3 = Exceeds expectations; 2 = Meets expectations; 1 = Minor shortfall and 0 = Not met/no evidence

Initials	Question	Response	Score
			3 2 1 0
			3 2 1 0
			3 2 1 0

Initials	Question	Response	Score
			3 2 1 0
			3 2 1 0
			3 2 1 0
			3 2 1 0
			3 2 1 0
			3 2 1 0
			3 2 1 0

Initials	Question	Response	Score
	What are your attitudes to child protection and how might these have changed over time? (Safeguarding Question)		3 2 1 0
	Can you tell us about a time when you had to deal with a concern about the safeguarding of a child? (Safeguarding Question)		3 2 1 0
	Do you have anything to disclose to us at this stage?		3 2 1 0
	Do you have any questions you would like to ask us?		3 2 1 0
	Finally, if we were to contact you with an offer to become [job title] of this school, would you be able to accept straight away?		3 2 1 0
			Total Score:

Any application-based questions including breaks in service, **overseas checks** or reference queries **(See application form check list):**

**Overall Comments:**

**Potential Training and Development Needs Identified:**

**Overall Appointability Score (4 being appoint, 1 being reject):**                      4        3        2        1

**Signed:** ..... **Job Title:** .....

**Name:** ..... **Date:** .....