

# Policy

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# Recruitment and Selection

Published: December 2011  
For Review: 2012–13





# Our Purpose

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The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others.

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**This policy was adopted by the Governing Body**

Signature:

A handwritten signature in black ink, appearing to read 'R Lavery', written over a horizontal line.

Mr R Lavery, Chair of Governing Body

Date:

7/12/2011



**RECRUITMENT AND SELECTION OF  
SCHOOL STAFF  
POLICY**

**Education Leeds**



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# RECRUITMENT AND SELECTION OF SCHOOL STAFF POLICY

## 1.0 INTRODUCTION

The purpose of this document is to give guidance on the key points within the recruitment and selection policy and assist schools through the process. It sets out the requirements of current legislation and provides a framework within which appointment panels can operate, to ensure that the best appointments are made within a fair and sound system.

The most valuable resource of any organisation is its workforce; getting the right people into the right posts is crucial to the success of the business. Therefore, one of the most important challenges faced by Head teachers and managers is to ensure that they recruit the right employees. Although the recruitment process can be very time consuming and expensive, the price of making a wrong appointment can prove to be much more costly in the longer term. Investing sufficient time and resources into the process will help the appointment panel to make the right decision first time round.

This policy is also based on the 'Safeguarding Children and Safer Recruitment in Education' guidance (DCSF - 1.1.2007) and assists schools in promoting safer recruitment practices which will strengthen safeguards for children and young people by helping appointment panels to deter, reject or identify people who may abuse children, or who are otherwise unsuited to work with them. These measures should be applied to everyone who works in an education setting, where there are children and young people, who are likely to perceive the individual as a safe and trustworthy adult. This includes people who regularly work in school when pupils are present who may not have direct contact with children as a result of their job, and may include workers not on the payroll, e.g. staff employed by contractors and unpaid volunteers.

This policy is supported by guidance documents which can be found on Education Leeds Infobase (quick link P566) which guide you through the process of recruitment and selection addressing related equal opportunity issues and highlighting how potential problems may be avoided or overcome. By following these guidelines, appointment panels will ensure that they meet the requirements of the relevant legislation in this area.

## 2.0 EQUAL OPPORTUNITIES

Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Therefore, the aim should be that every internal and external applicant for a job within the school is considered against criteria which relate only to the requirements of the job.

### **2.1 Discrimination against applicants**

Unlike virtually all other employment legislation, an applicant can allege discrimination against an employer although there is no direct employment relationship. This is particularly pertinent in the recruitment process whereby a potential applicant, applicant, or selected candidate may claim discrimination on the grounds of **age, race, gender, sexual orientation, marital status or disability**. All actions and documents involved in the process must be free of any criteria that could be interpreted as being discriminatory within the terms of legislation. For example, advertisements, job descriptions and person specifications must not include anything that could be construed as an intention to discriminate on an unlawful basis.

Unlawful discrimination could also be found in the offer of that employment; in the terms on which employment is offered; or by refusing, or deliberately omitting, to offer employment, for example, a deliberate omission from a shortlist on grounds of age, race, religion/belief, gender, sexual orientation, marital status or disability.

**2.2** There is a significant body of employment legislation and guidance which impacts on the Recruitment and Selection process. This includes:

- School Staffing Regulations 2009
- Safeguarding Children and Safer Recruitment in Education (DCSF 2007)
- Sex Discrimination Act 1975
- Equal Pay Act 1970
- Employment Equality (Sexual Orientation) Regulations 2003
- Race Relations Act 1976 (amended 2000)
- Employment (Religion or Belief) Regulation 2003
- Disability Discrimination Act 1995 updated in 2005 to include the Disability Equality Duty
- Employment Equality (Age) Regulations 2006
- Asylum and Immigration Act 1996
- Rehabilitation of Offenders Act 1974
- Data Protection Act 1998

### **3.0 SAFEGUARDING AND SAFER RECRUITMENT PRACTICES**

It is important that recruitment processes ensure that safeguarding and safer recruitment practices are adhered to. Safeguarding and promoting the welfare of children is an essential part of creating a safe environment for children and young people and must be an integral factor in the management of recruitment and selection at every stage of the process.

In line with DCSF guidance the paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate Information packs, person specifications, job descriptions, competency frameworks, induction training materials

***'The School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.'***

#### **3.1 ISA**

Schools will comply with the current legal requirements laid out in the ISA Vetting & Barring Scheme.

#### **3.2 Safer Recruitment Training**

It is a requirement that at least one member of the interview panel has successfully completed the NCSL (National College for School Leadership) or the CWDC (Children's Workforce Development Council) safer recruitment training prior to the start of the recruitment process.

Please contact the Child Protection Team for further information about Safer Recruitment Training. Tel: 0113 3951210.

## **4.0 THE RECRUITMENT PROCESS**

### **4.1 The Objective**

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school.

It is also important to remember that applying for a vacancy is often the first contact an individual has with the school therefore the experience should be positive and all those responsible for recruiting should:

- ensure that all applicants, whether successful or unsuccessful have a positive experience of the recruitment service
- give successful applicants a clear understanding of the post and what is expected of them
- reduce the risk of a bad selection decision which may lead to problems in the future or may not meet the commitment to safeguarding children.

### **4.2 Evaluating the vacancy**

Each school will either have a staffing structure in place or will be moving towards a planned structure as circumstances change.

When a vacancy arises, the governing body should review the school's staffing needs and determine whether it is appropriate for the post to continue in its previous form or whether changes should be made. Any changes to the staffing structure should only be implemented following appropriate staff consultation.

**If there are significant changes in the job and/or grade advice should be sought from HR to determine any changes to pay and grading.**

## **5.0 JOB DESCRIPTION AND PERSON SPECIFICATION**

### **5.1 Job Description**

A job description is a vital tool in making the recruitment and selection process fairer and more effective. Job descriptions must be used for all posts. A clear and precise job description will make it much easier to identify the skills, experience and knowledge which are needed to do the job.

Before any post is advertised, an up-to-date job description should be prepared. It should describe fully and in plain, non-discriminatory language, the responsibilities and duties of the post.

A job description should also include:

- The job title
- The job purpose – why the job exists
- The reporting structure – to show where the job is placed within the school
- Main duties
- Salary band
- Grade
- A statement about commitment to promoting and safeguarding the welfare of children should be incorporated in all job descriptions.

If a nationally or locally-agreed job description exists, this must be used. The Schoolteachers' Pay and Conditions Document contains details of the professional duties and salary scales.

When a new post is created, or when a vacancy arises and there is a need to modify the existing job description, advice should be sought from the HR Team to ensure that conditions of service are not breached and that the provisions of the Equal Pay Act are observed.

## **5.2 Person Specification**

Person Specification should include:

- the knowledge, skills, experience and qualifications, and any other requirements needed to perform the role in relation to working with children and young people;
- the competences and qualities that the successful candidate should be able to demonstrate; and
- detail the method of assessment, for example, application form, test, or interview.

Care should be taken to ensure that the person specification is free of any criteria that could be interpreted as being discriminatory such as age limits, physical requirements etc.

An up-to-date person specification is an essential feature of the recruitment process and should be produced for all vacancies. It is essential in enabling a shortlist of applicants to be drawn up and a final selection to be made, based on fair, equitable and consistently applied criteria. It will ensure, as far as possible, that the right person is appointed to the position.

## **6.0 DECIDING HOW TO FILL THE VACANCY**

### **6.1 Redeployment**

In line with the Managing Workforce Change and Staffing Reductions Policy, redeployment should always be considered before looking at the other options for filling the vacancy. This is in line with the employer's obligation to support members of staff who are displaced from their substantive posts. Advice on how to access potential redeployees can be obtained from the HR Team.

### **6.2 Secondments/Acting Up/Temporary Appointments**

Where a post is time limited for up to one year e.g. due to maternity leave, long term absence, funding of the post or project length, acting up or secondment of existing staff may be a more effective way of filling the job. When deciding whether the post is suitable the following should be considered:

- Could the job be used for employee development by opening it up as a secondment or acting up opportunity?
- Are there suitable internal candidates available?

All appropriate staff should be invited to apply demonstrating how they meet the person specification for the position. The usual selection process should then take place.

### 6.3 Advertising

All posts should be advertised internally within the school (those on leave of absence must be made aware of all suitable vacancies) and externally where appropriate. All Head teacher and Deputy Head teacher posts must be advertised nationally, except in specific circumstance (see Managing Workforce Change and Staffing Reductions Policy)

Posts must not be advertised by word of mouth alone, as this may constitute indirect discrimination and is not compatible with an equal opportunities policy or with effective recruitment and selection of staff.

Where it is decided that a temporary or fixed term post should become a permanent one, then the governing body will need to consider whether it is appropriate for the temporary post holder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post initially being temporary, any subsequent changes in the needs of the school and the original recruitment process that was undertaken. Consideration must be given to the employment rights of the post holder. In these circumstances advice should be sought from your Education Leeds HR Adviser.

When a vacancy is advertised, the advertisement should include a statement similar to: ***‘the school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced CRB disclosure.***

For appointments of Head Teachers and Deputy Head Teachers, governing bodies should read this document in association with the Advice on the Appointments Process for Head Teachers and Deputy Head Teachers, available from the HR Team.

### 6.4 Equal Opportunities

Advertisements must not include discriminatory statements which contravene legislation.

## 7.0 INFORMATION TO APPLICANTS

The information available to candidates following advertisement is very important, they should be provided with a copy of:

- the application form
- explanatory notes about completing the application form
- the job description, and person specification;
- any relevant information about the School
- statements of relevant policies such as the school’s policy about equal opportunities, the recruitment of ex-offenders, the schools child protection policy statement etc.

Based on Safeguarding Children and Safer Recruitment in Education, the Job Description and information pack need to state:

***“This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced disclosure”***

All information sent to candidates must, if requested, be provided in other formats such as Braille and large print, tape, or CD.

## **7.1 Application form**

An application form should always be used to ensure that a common set of core data is obtained from all candidates. It is not good practice to accept curriculum vitae drawn up by applicants in place of an application form and they will not be accepted.

For applicants for all types of post the form should obtain:

- full identifying details of the applicant including current and former names, date of birth, current address and National Insurance number;
- a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which he/she is applying with details of the awarding body and date of award;
- a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment education or training and reasons for leaving employment;
- a declaration of any family or close relationship to existing employees or employers (including councillors and governors);
- Details of referees should be the applicant's current or most recent employer and normally two referees should be sufficient;
- The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends; and
- A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post.

Disabled candidates should be allowed to submit applications in other formats than the standard application form. However CVs or tapes etc should follow the same format as the Application Form and answer the same questions.

## **8.0 THE SELECTION PANEL**

The membership of the selection panel may vary according to the nature of the appointment to be made but in all cases there are important factors which should be considered:

- The shortlisting/interview panel has a Chair whose role is to ensure that the recruitment process complies with policies and procedures.
- The size of the panel should not be so large as to intimidate candidates but should comprise an odd number of people to ensure that a decision can be made. It is recommended that a minimum of three people form the selection panel.
- Where practicable, the panel should be as diverse as possible, for example, in terms of gender and ethnicity?
- Other than in the most exceptional circumstances the same panel should be responsible for both short listing and interview. Members of the panel need to be familiar with the job description and person specification.
- Members of the panel should be appropriately trained, (one member of the interview panel must have undertaken the NCSL or CWDC 'Safer Recruitment' training) as stated in the School Staffing Regulations 2009.

- Where a candidate is known personally to a member of the selection panel it should be declared before short listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.
- The Governing Body has the overall responsibility for all staff appointments; however, it may delegate these responsibilities to the Head Teacher, an individual Governor, or a Group of Governors with or without the Head Teacher. Head Teachers will normally be expected to lead in determining staff appointments. Therefore, where these responsibilities have been delegated, selection panels which do not include the Head Teacher or a delegated Governor(s) must make a recommendation to the Head Teacher, or delegated Governor(s) on their preferred candidate before offering the post.

## **9.0 SCRUTINISING AND SHORT LISTING**

- 9.1** All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies and to identify any gaps in employment.

Incomplete application forms should not be accepted and should be returned to the applicant for completion with a clear timescale for re-submission.

In line with Safeguarding Children and Safer Recruitment in Education guidance, any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment, or a mid career move from a permanent post to supply teaching or temporary work, will also need to be noted and then explored and verified at interview.

### **9.2 Objectivity**

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

New criteria must not be introduced at this stage.

Care must be taken to avoid negative assumptions, for example, about a woman's ability to work in the light of home circumstances. If she has submitted an application it must be assumed that she has made adequate arrangements. If an applicant lacks work experience it cannot be assumed that they lack relevant skills. Consideration should also be given to skills acquired in outside activities, which would be relevant to the post.

The standard of completion of the application form should not be used as a test of literacy or other suitability for the job.

### **9.3 Equal Opportunities**

Disabled applicants are short listed and interviewed in accordance with the Disability Discrimination Act, taking into account any reasonable adjustments which may be required. If the workplace in question is not accessible for people with impaired mobility, funds may be available, through Access to Work, to adapt the workplace or provide any special equipment needed.

Disabled applicants who meet the essential short listing criteria (taking account of any necessary reasonable adjustments), should be offered an interview, even if there are enough applicants to justify using the desirable criteria. Following this, appointments must be on merit (the best candidate for the job, taking account of necessary reasonable adjustments).

Job share applicants should be short listed based on the merits of their application. A person who applies to job share the post should be treated like all other candidates.

#### **9.4 Recording the process**

It is important that clear records are kept as you may be required to justify your decision if challenged, or you may be required to give feedback to applicants at a later stage.

The panel needs to agree a consistent and systematic method of scoring the applications, for example, each application could be scored with numerical grades to weight the criteria outlined in the person specification.

The short listing form should be completed to record where the applicants meet the requirements of the person specification. If an applicant does not satisfy the specification then make a note as to why.

No matter how many applications are received, all application forms should be read and recorded as explained.

#### **9.5 Filtering large numbers of applications**

To be eligible for interview an applicant must be able to meet all of the essential criteria on the person specification, which can be assessed from the application form. If a large number of applicants meet all the essential criteria you can then look at the applications again to determine those who meet the desirable elements of the person specification. This should narrow the field. A fair and consistent method of scoring must to be followed to ensure the decision is clear and justifiable.

Where a large number of applicants meet all the essential and desirable criteria the panel may create a long list for the post. This may involve the use of pre-selection techniques, for example, a test, presentation or interview from which you could reduce the field further before carrying out the final shortlist interviews. It is important, however, that any supplementary method used must be valid, reliable, quantifiable and non-discriminatory.

## **10.0 REFERENCES**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee and provided in writing. Do not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern".

References should be sought on all short listed candidates, including internal ones, and 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. One reference must be the applicant's current or most recent employer and normally two referees should be sufficient. Where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. References should not be accepted from relatives or from people writing solely in the capacity of friends.

In exceptional circumstances it might not be possible to obtain both 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 this is the case, it is up to the person conducting the recruitment to decide whether to accede to any request by the candidate to approach his/her current employer only if he/she is the preferred candidate after interview, but it is not recommended as good practice.

If at least one reference has not been received prior to interview then advice should be sought from HR regarding whether the interview may go ahead.

In any case where a reference has not been obtained on the preferred candidate before interview, the school must ensure that it is received and scrutinised and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

## **11.0 INTERVIEW AND ASSESSMENT PROCESS**

### **11.1 The Interview**

The interview should always assess the merits of each candidate against the job requirements and for those posts working with children and young people, an exploration of their suitability to work with children, must be included.

The selection process, especially for people who work with children/young people, should always include a face to face interview even if there is only one candidate.

### **11.2 Selection Tests and Exercises**

If a supplementary test is to be used as part of the recruitment process, it must be established that it is a valid way of measuring the skills and aptitude required for the job. Tests should not contain any cultural bias, which may discriminate against applicants, for example, from ethnic minority groups or women applying for non-traditional positions.

Candidates must be given prior warning that a supplementary selection test or exercise will form part of the selection process and should be given an indication of how long they will take.

When administering tests, special arrangements may be required for people with disabilities e.g. a reader for dyslexic candidates or large print and/or improved lighting for partially sighted candidates.

### 11.3 Involving young people

It is essential that where children and young people are involved in any part of the process, that the principles of equality, fairness and transparency apply at all times.

If a school council panel forms part of the process, the children must be guided and supported throughout by a trained member of staff to ensure that the same rigor and objectivity is applied to this activity as with any other part of the process

It may be considered useful for candidates to be shown around the school by students. However, this must not form part of the assessment process for candidates.

Children and young people should not be involved in the final decision making part of the process.

## **12.0 BEFORE THE INTERVIEW**

### 12.1 Inviting candidates to the assessment process

When arranging interviews a reasonable amount of notice must be given to the candidates and dates arranged with the rest of the interviewing panel. It is recommended that candidates are given 5 working days notice.

The invitation should stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be and that they are eligible to work in the UK. They should therefore be asked to bring to the interview, appropriate documentation such as a birth certificate, passport or relevant Home Office documentation.

The candidate will be required to complete an application for a CRB Enhanced Disclosure straight away. Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy CRB requirements

Candidates should also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body.

N.B. If the successful candidate cannot produce original documents or certified copies written confirmation of his/her relevant qualifications must be obtained from the awarding body. **No offer of employment may be made without verification of qualifications which are essential requirements on the Person Specification.**

The above evidence should be checked at interview and a copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

### 12.2 Disabled Candidates

Disabled candidates who are short-listed should be contacted in order to:

- Discuss any particular arrangements which may need to be made in order for them to attend. (This could involve, for example, providing assistance to those with hearing, sight or mobility difficulties or allowing them to bring

a friend or colleague). Leeds Sign Language Interpretation Service can provide sign interpreters, lip speakers on request.

- Give them information about such matters as physical access to the premises, parking facilities and communication assistance available.

## **13.0 INTERVIEWING**

### **13.1 Scope of the Interview**

In addition to assessing and evaluating the candidate's suitability for the post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/school's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- whether the candidate wishes to declare anything in light of the requirement for a CRB check. (If a disclosure is made the panel should seek advice from their Education Leeds HR Adviser).

### **13.2 Conducting the interview**

The Chair of the panel is responsible for ensuring that the interview is conducted in a proper manner.

So that all candidates are treated consistently and fairly, questions should be structured and based on the employee specification.

Candidates should be treated in a similar way, and given similar amounts of time to answer questions. In no circumstances should disabled people be asked questions about their impairments at interview. Neither should questions relate to a candidate's age, gender, sexual orientation, marital status or race.

Questions about personal circumstances such as childcare arrangements or the ability to start on time due to family commitments must not be asked as these would contravene the Sex Discrimination Act 1975. It would be permissible to ask about such matters if the post entailed live-in accommodation, in which case the candidate should be told the reason for the questions and the same questions must be asked of all candidates.

Stereotyping or questions leading to the recruitment of staff who are from a similar background or culture to the interviewers or the staff in their section should not be asked. Whether a candidate of a particular culture or disability will "fit in" is not relevant to the ability to do the job and leads to false assumptions. Fluency in the English language should not be used as a selection criterion unless it is a genuine requirement of the job.

It is the responsibility of the Chair of the interview panel to ensure all questions are fair and lawful.

### **13.3 Recording the Outcome**

The Chair of the Panel is responsible for ensuring the completion of a joint panel interview form for each candidate. It is important that a copy of these, along with any other assessment records, are retained at the end of the process.

## **14.0 THE SELECTION DECISION**

After the selection process has been completed, an evaluation of each short-listed candidate should take place taking into account all elements of the process. The evaluation must be carried out strictly against the criteria outlined in the Person Specification. The chosen candidate, if any, must be the one who most closely meets the Person Specification.

The Chair must ensure that panel members do not introduce irrelevant or subjective criteria at this stage.

The Governing Body has the overall responsibility for all staff appointments; however, it may delegate these responsibilities to the Head Teacher, an individual Governor, or a Group of Governors with or without the Head Teacher. Head Teachers will normally be expected to lead in determining staff appointments. Therefore, where these responsibilities have been delegated, selection panels which do not include the Head Teacher or a delegated Governor(s) must make recommendation to the Head Teacher, or delegated Governor(s) on their preferred candidate before offering the post

### **14.1 Disabled Candidates**

Disabled candidates should be measured against the Person Specification in the same way as other candidates, taking into account any reasonable adjustments. If the reasonable adjustment incurs a financial cost, assistance may be available via the Access to Work Scheme.

### **14.2 Job Share Candidates**

Applications from job share applicants are to be accepted and treated in the same way as full time applicants. If a job share applicant is the most suitable candidate for the post they should be offered the post and the remaining part of the post should be advertised in the normal way.

## **15.0 OFFER OF APPOINTMENT:**

### **15.1 Conditional Offer of Employment – Pre appointment checks**

A conditional offer of appointment to the successful candidate can be made subject to the required checks and clearances being obtained. It is the responsibility of the Chair of panel to ensure that those checks are undertaken.

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received);
- verification of the candidate's identity (if that could not be verified at the interview)
- verification of the candidate's medical fitness (Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DCSF - Circular 4/99)
- verification of qualifications (if not verified previously);
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- verification of eligibility to be employed in the UK (see Document 22)
- a check of the ISA barred list and a satisfactory CRB Enhanced Disclosure.

## 15.2. Offer of Employment

Once all the relevant checks have been carried out with satisfactory results, then an offer of appointment can be made. **An offer of appointment must not be made until the following have been obtained:**

- verification of the candidate's identity
- eligibility to work in the UK
- satisfactory references
- verification of qualifications
- a satisfactory medical (where applicable).

Confirmation of the offer should be followed up in writing with an interim offer letter from the Chair of the panel and should include the agreed starting date and starting salary details (e.g. scale and starting point, pro rata details, threshold, UPS etc).

When a job offer is made to a disabled candidate every effort should be made to acquire equipment, carry out adaptations, arrange support or adjust working practices. Therefore disabled persons should be invited to visit the workplace to discuss their requirements as soon as they have accepted a job offer.

## 15.3 Informing the Unsuccessful Candidates

Message of rejection should be given directly to the candidate either by phone or in writing. On no account should messages of rejection be left with partners, colleagues or friends. Not only is this unprofessional practice but it also contravenes data protection policies.

Feedback should be readily available to all candidates. It is a very important part of good recruitment and selection practice and can make a significant difference to the way candidates feel about the organisation, even if their application has been unsuccessful. Where feedback is requested, it should be given as quickly as possible.

Feedback should include an overview of the results of any tests and exercises as well as assessments from the interview. The feedback should be accurate,

factual and helpful. It is important to provide a balance between those areas where the candidate did well or showed strength, and areas of weakness, where the candidate needs to improve for the future.

## **16.0 POST APPOINTMENT INDUCTION**

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching and support staff, regardless of previous experience.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment, i.e. the Education Leeds 'Safe Working Practice' (April 2008);
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. health and safety, disciplinary, capability and whistle-blowing.
- The programme should also include attendance at child protection training appropriate to the person's role at the earliest opportunity.

## **17.0 VOLUNTEERS**

Volunteers are also seen by children as safe and trustworthy adults and when the school is actively seeking governors and other volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff. In other circumstances, for example, where the school approaches a parent who is well known to the school to take on a particular role, a streamlined procedure can be adopted - seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the person's aptitude and suitability, and undertaking a ISA barred list check and a Criminal Record Bureau (CRB) Enhanced Disclosure.

In other circumstances, e.g. where a volunteer's role will be a "one -off" activity, for example, accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. However, if the activity involves an 'overnight' a CRB must be undertaken.

Where volunteers recruited by another organisation work in a school, e.g. sports coaches from a local club, the school should obtain written assurance from that organisation that the person has been properly vetted.

## **18.0 AGENCY/SUPPLY STAFF**

It is important that thorough checks are made on anybody who will be working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the education system.

Schools must check with the relevant supply agency, and obtain written confirmation that all appropriate checks have been undertaken. Schools must also seek clarification from the agency as to whether the Disclosure refers to the existence of information additional to what is on the face of the Disclosure. If additional information does exist, because the agency cannot provide the school with a copy of that information, the school must carry out a repeat CRB Disclosure and not employ the person until they receive the new Disclosure (unless the agency is within the Education Leeds supply framework contract).

Where staff are directly employed following a period of agency working it is essential that the school carries out all of the checks normally conducted on a new employee.