

Recruitment and Selection Policy

Summary

This Recruitment and Selection Policy has been produced in line with the DFE guidance 'Keeping Children Safe in Education 2015'. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

Recruitment and selection policy statement

It is vital that schools create a culture of safe recruitment and adopt recruitment procedures that help deter, reject or identify people who might abuse children. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

Purpose

To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

Scope

The policy applies to all employees responsible for and involved in recruitment and selection of all school based staff.

The ultimate responsibility for recruitment and selection lies with the Company Directors. They have delegated the responsibility to the Headteacher and HR manager for appointing other than those to the leadership group.

Aims and Objectives

- To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process.

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- To ensure a consistent and equitable approach to the appointment of all school based staff.
- To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation.
- To ensure the most cost effective use is made of resources in the recruitment and selection process.

Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member should have received training on the recruitment and selection process.
- Selection should be based on a minimum of the completed application form, short listing and interview.
- Monitoring and Evaluation are essential for assessing the effectiveness of the process.
- All posts will normally be advertised.
- The Equality Act makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

Equal Opportunities

The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation.

Pre-recruitment Process

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. The first

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experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants.
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.
- Make clear that the school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Application Form

A standard application form should be used to obtain a common set of core data from all applicants.

Job Description and Person Specification

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

Shortlisting

This should be carried out by more than a single person, ideally the head teacher and HR manager, using a set list of criteria.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They should always be requested directly from the referee and employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials. When teachers are employed through recruitment agencies or on supply, references may initially be gathered from these companies.

Ideally, references should be sought on all short-listed candidates, including internal ones, 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.

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

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appropriate: for example if the answers are vague. 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.

Interviews

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate and will ideally include the teaching of a selected group of students whose feedback will be sought.

Interview Panel

Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in schools should have undertaken the training 'Safer Recruitment').

Meet before the interviews to:

- reach a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of those;
- agree their assessment criteria in accordance with the person specification.

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.

Scope of the Interview

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

- the candidate's attitude toward children and young people;

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- his/her ability to support the 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,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS and barred persons check.

The candidate should be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees.

For teaching positions it is reasonable and advisable to ask candidates to deliver a short activity to students. The students should be selected to be as amenable as possible for the candidate. This is a useful process because it involves the views of students to be included, allows candidates to get a feel for the role and provides evidence of the quality of their teaching skills.

Conditional Offer of Appointment: Pre Appointment Checks

When appointing new staff, schools must:

- verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see relevant sections below); and
- verify professional qualifications, as appropriate.

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Paragraph 105 of the new guidance explains that there is no requirement to obtain an enhanced DBS certificate for appointees who, in the previous three months, have worked in:

- A school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or
- A further education setting in England in a post which involved the provision of education, and which brought the person regularly into contact with children or young people

However, it explains that all other pre-employment checks must still be completed for appointees from another school. This includes a separate barred list check for those in regulated activity, which can be obtained via the DBS.

The guidance adds that the school may request a new enhanced DBS check for these staff, if it wishes. Alternatively, schools can use the DBS Update Service to check that the information on an appointee's existing DBS check certificate is current

All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); and,
- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.

Where a teacher's employer, including an agency, ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Post Appointment Induction

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



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