



SOUTH GROVE PRIMARY

MODEL RECRUITMENT AND SELECTION

POLICY and PROCEDURE

(For School-Based Employees)

June 2015

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INVESTOR IN PEOPLE



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1 INTRODUCTION

1.1 Recruitment and selection of new employees is one of the most important functions for the Head teacher, Governing Body and school management. Recruiting the wrong person can be costly and time consuming and can lead to legal action against the school.

1.2 This Policy has been produced for the Head teacher and Governing Body in line with 'Keeping Children Safe 2014' guidelines and it provides practical guidance on a range of safer recruitment practices. The Head teacher and Governors are advised to adopt a policy to ensure consistent practice across schools and compliance with current employment legislation.

1.3 This policy has been developed in accordance with the statutory provisions and legislation established by:

- Keeping children safe in education April 2014 (previously Safeguarding Children and Safer Recruitment in Education *January 2007*).
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>.
- Section 175 and 157 of the Education Act 2002.
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- Section 17, 27, 47 of the Children Act 1989.
<http://www.legislation.gov.uk/ukpga/1989/41/contents>
- The Education (Prohibition from Teaching or Working with Children) Regulations 2014, as amended;
<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>.
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended;
<http://www.legislation.gov.uk/ukdsi/2013/9780111537718/contents>
- The School Staffing (England) Regulations 2009 as amended;
http://www.legislation.gov.uk/uksi/2013/1940/pdfs/uksi_20131940_en.pdf
- "Working Together to Safeguard Children" 2013
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>.

2 AIMS OF THE POLICY

2.1 To ensure safeguarding and promoting the welfare of children and young people.

- 2.2 To ensure a consistent and equitable approach to the appointment of all school-based staff (both permanent and temporary).
- 2.3 To attract and recruit suitable skilled and motivated staff to help raise standards and reduce risk to children and young people.
- 2.4 To ensure all appropriate checks are carried out on new staff who work with pupils (see section 5 page 17).

3 KEY PRINCIPLES

- 3.1 Head teachers and Governing Bodies have a responsibility to ensure that when recruiting to a post within their school, that the Policy is adhered to when planning and carrying out the recruitment process.
- 3.2 Selection should be carried out by a panel with at least two members. At least one of the panel members must have received Safer Recruitment training in line with DfE guidance.
- 3.3 Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
- 3.4 Keep and maintain a single central record in schools of recruitment and vetting checks in line with Department for Education (DfE) requirements.
- 3.5 Adopt and implement measures described in this policy to all contractors or agency staff and monitor the compliance with these measures.
- 3.6 Equality Act 2010 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.
- 3.7 Foundation, Voluntary Aided, Foundation Special Schools, Free Schools and Academies may wish to adopt this policy as an example of good recruitment practice.

4. ROLES AND RESPONSIBILITIES

- 4.1 It is the responsibility of the Governing Body to:
 - a) Ensure the school has effective policies and procedures in place for the recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements.
 - b) Monitor the school's compliance with them.
- 4.2 It is the responsibility of the Head teachers and other managers involved

in recruitment to:

- a) Ensure that the school operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school.
- b) To monitor contractors' and agencies' in compliance with this document.
- c) Promote the welfare of children and young people at every stage of the recruitment and selection process.
- d) Ensure that all contractors and agencies comply with safe recruitment pre-employment checks.

- 4.3 In accordance with the School Staffing Regulations, the governing body has delegated responsibility to the Head teacher to lead in all appointments outside of the leadership group. School governors may be involved in staff appointments, but the final decision will rest with the Head teacher.
- 4.4 The Head teacher may delegate the selection process of staff outside of the leadership group to other managers in the school, but remains responsible for the decision to appoint.
- 4.5 The Council's schools HR team is responsible for monitoring safer recruitment in relation to disclosures of staff.
- 4.6 The governing body are responsible for the appointment of the Head teacher.

The main points governors need to be aware of are as follows:

- Governing bodies must appoint an acting Headteacher if the outgoing head leaves before a replacement is in post.
- Governing bodies must recruit a new Headteacher as soon as is practicably possible (i.e. legally you cannot prolong acting head arrangements indefinitely).
- If you are a Local Authority school you must notify the Local Authority of your Headteacher's resignation and the Local Authority has the right to an advisory place on your selection panel. You must also notify the Local Authority of the shortlisted candidates selected for interview.
- Diocesan and other religious bodies have no automatic right to offer advice to schools with a religious character (with the exception of Roman Catholic schools set up by a religious order where there is not only a right to advise, but also to propose candidates for nomination). It is considered good practice for schools with a religious character to provide advisory rights to the relevant diocese or religious body.

If your institution is an academy, whom you must notify depends on your governance structure. For sponsored academies, you **must** notify your sponsor, although it is highly likely your outgoing principal will have done this directly. Most academy trusts delegate the responsibility for recruiting a Headteacher to the academy's local governing body. However, some sponsored academies and academy chains will undertake this process centrally rather than through a local governing body.

SECTION 2

OUTLINE OF PROCEDURE

1 INTRODUCTION

- 1.1 The School Standards and Framework Act (1998) confirmed the framework for the appointment of all staff in schools. Under local management the governing body is responsible for determining the staffing complement of the school and appointing staff to work at the school.
- 1.2 New regulation and statutory guidance, stemming from the Education Act 2002, came into effect on 1st September 2003. This delegates responsibility for appointments to the Head Teacher, excluding appointments to the leadership group, unless the Governing Body have good reason not to do so.
- 1.3 The purpose of this procedure is to give guidance on the key points to achieving and maintaining a workforce which broadly reflects the local community.

2 DIVERSITY AND DISCRIMINATION

- 2.1 The importance of diversity should be taken into account at each stage of the recruitment process. All processes and procedures should be regularly reviewed to ensure hidden bias is removed and to ensure talent is not being blocked from entering the organisation. Everyone taking part in recruitment activities such as shortlisting and interviewing should be aware of relevant legislation such as the Equality Act 2010 and the importance of avoiding discrimination.

- 2.2 Discrimination based on trade union membership.

Candidates must not be refused employment on the grounds of union membership e.g. because:

- They are or are not a member of a trade union.
- They are unwilling to become or cease to be a member of a trade union.

- 2.3 If schools fail to comply with the Equality Act 2010 they can be open to

the following consequences:

- Legal challenges;
- Reputational damage and financial penalties;
- Will lead to claims, litigation, financial loss and damage to reputations and brands.

3 PRE - RECRUITMENT PROCESS

3.1 Identifying Vacancies

A vacancy can arise through the resignation or retirement of a member of staff, restructuring or through the creation of new posts.

3.2 The Head teacher and Governing Body in Community and Voluntary Controlled, schools are required to notify the LA and Human Resources that a vacancy exists for Head teacher and Deputy Head teacher posts.

Defining the Role

3.3 Job analysis

Before recruiting for a new or existing position, it is important to invest time in gathering information about the nature of the job. This means thinking not only about the content (such as the tasks) making up the job, but also the job's purpose, the outputs required by the job holder and how it fits into the organisation's structure. This analysis should form the basis of a job description and person specification/job profile.

3.4 Job description

The job analysis leads to writing a job description. This explains the job to the candidates, and helps the recruitment process by providing a clear guide to all involved about the requirements of the job. It can also be used to communicate expectations about the role and help managers to ensure effective performance in the job.

All job descriptions should be written in line with terms and conditions within the Burgundy book and the School Teachers Pay and Conditions document (for teachers) and the Green book (for support staff).

3.5 Person specification/job profile

A person specification or job profile states the necessary and desirable criteria for selection. Increasingly such specifications are based on a set of competencies identified as necessary for the performance of the job.

3.6 Competency frameworks may be substituted for job or person specifications but these should include an indication of roles and responsibilities. See our factsheet on competencies and competency

frameworks for more information.

3.7 Advertising

The advert for a vacancy will demonstrate the School's commitment to safer recruitment and vetting procedures, protecting every potential applicant from unfair practice and ultimately safeguarding children as much as possible. Promoting commitment to safeguarding and child protection can act as a deterrent to would-be abusers.

3.8 Think about wordings, pictures and images used as they could be considered discriminatory.

3.9 When an advert is to be placed in the Council's website, job list and the Jobs Go Public recruitment website, the "Request for Schools Vacancy" form (see Appendix 1) should be completed and forwarded with all relevant attachments, by email to schools.adverts@walthamforest.gov.uk. The following information needs to be included within the text of the advert:

- School's Name
- Post Title
- Hours (this should indicate if full, part-time or job-share)
- Grade or Scale
- Salary
- Permanent or Fixed Term (if Fixed Term the duration of the contract should be stated)
- ADVERT TEXT (which should include some reference to the requirement and essential criteria towards safeguarding children)
- The successful applicant will be required to apply for an enhanced DBS check. Further details can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>Contact Details.
- Positive action statement (if applicable)
- Statement regarding London Living Wage (if applicable)
- Closing Date:
- (The school's name) (employer) is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority.

3.10 For Posts with Access to Children and Vulnerable Adults

You must include specific requirements, such as:

- a) "Able to form and maintain appropriate professional relationships and boundaries with children, young people and

other vulnerable adults”.

- b) For managers: “able to ensure employees observe the requirement above”. (This can be modified to suit the job)
- c) “Ability to understand written information subject to a written test”.
- d) “Working with other peoples ‘children; empathy and understanding of looking after other peoples ‘children from a range of backgrounds”.
- e) “Ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and demonstrate appropriate coping mechanisms”.

NB: These are only examples – this list is not exhaustive.

3.11 **Application Pack**

The importance of safeguarding and protecting children in schools should be promoted as much as possible throughout the recruitment process in order to deter unsuitable candidates.

It is strongly advised to include the following in a school’s application pack:

- **Application Form** (A Waltham Forest standard application form should be used to obtain a common set of core data from all applicants.) CVs are not acceptable because these will only contain information the applicant wishes to present and may omit relevant details. See Appendix 2 (a) and (b) for a sample application form.
- **Job Description** (Appendix 3)
- **Person Specification** (Appendix 4)
- **Relevant Information about the School**
- **The School and LA’s equal opportunities policies** (Appendix A)
- **School’s Child Protection Policy statement**
- **DBS – A Guide for Applicants**
- **Recruitment of Ex-offenders Policy**

4. **SELECTING CANDIDATES**

4.1 **Scrutinising and Short-listing**

After the closing date, all returned application forms should be scrutinised by the short-listing panel to ensure that:

- a) they are fully and properly completed.
- b) the information provided is consistent and does not contain

any discrepancies, and to identify any gaps in employment.

- c) any anomalies, 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.

4.2 The short-listing panel should consist of ideally 3 or at least two people, who are also members of the interview panel, who should meet and undertake the task together. The recent regulation changes as stated in the “Keeping Children Safe in Education 2014” training requirement for recruitment panels make it mandatory that any appointments of school staff should be made by a recruitment panel that includes at least one person who has been trained in Safer Recruitment.

4.3 Any applications that are significantly incomplete should not be accepted or shortlisted. Any anomalies, discrepancies or gaps in employment identified by the scrutiny should be taken into account in considering 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 without any clear career or salary progression, or a mid-career move from a permanent post to agency, freelance or temporary work, also need to be explored and confirmed.

4.4 All candidates should be assessed equally against the same criteria without exception or variation and agreement reached by the short-listing panel about which applicants to invite for interview. The panel should record its decision about each application, in case of queries afterwards. Using the short-listing form applicants should be rated against each of the short-listing criteria to demonstrate that decisions were objective and without prejudice if necessary (see Appendix 5).

4.5 For example ratings should demonstrate the following:-

- 2 Fully meets criteria** (Demonstrates a significant knowledge and experience of competency or skill required).
- 1 Partially meets criteria** (Demonstrates some knowledge and experience OR good knowledge but little or no experience of competency or skill required).
- 0 Does not meet criteria** (Demonstrates little or no significant knowledge or experience of competency or skill required).

4.6 Involving Pupils

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates’ interaction with pupils is common, and recognised as good practice. This may be of benefit when considering Head Teacher and leadership appointments, there are different ways of doing this. For example, candidates for teaching posts might be asked to

teach a lesson; short-listed candidates might be shown round the school by a governor or senior member of staff, and/or meet with pupils and staff.

4.7 **Rehabilitation of Offenders Disclosure**

Posts within schools are exempt from the Rehabilitation of Offenders Act 1974. This means as a prospective employer, the school will require shortlisted candidates to disclose any *unspent* and *spent* convictions during the application stage.

All applicants are required to complete the *Rehabilitation of Offenders Disclosure* session on the application form (see Appendix 2 (a) and (b) to disclose any previous convictions either *spent* or *unspent*). Candidates are asked to provide brief details of any previous offences on a separate sheet, marked confidential. Candidates must be sent a copy of the policy statement on recruiting ex-offenders – (Appendix 6).

Any convictions disclosed should not be given to the short-listing panel prior to the short-listing process taking place. Following the completion of interviews when final appointments are being made only then should the panel be made aware of any candidate's criminal disclosure. Disclosing a criminal background will not be used as a reason to not shortlist a candidate. Having a criminal conviction will not necessarily bar a person from working with children and should not be unreasonably used to discount applications.

If they are successful they will be required to complete a DBS application form. Once the Enhanced DBS Disclosure is returned, any conviction information will need to match up with the candidate's original disclosure to the interview panel. This information will not be kept if the candidate is not successful and should be destroyed.

4.8 **Invitation to Interviews**

When arranging interviews a reasonable amount of notice (minimum 5 working days) must be given to the candidates and dates arranged with the rest of the interviewing panel. Timetables should be arranged in advance and the dates issued with the recruitment pack. (See Appendix 7 - invitation to interview letter).

4.9 All candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements, for example:

- a current driving licence;
- passport including a photograph;
- a full birth certificate; plus
- a document such as a utility bill or financial statement that shows the candidate's current name and address.

4.10 Candidates should also be asked to bring documents confirming any educational and professional qualifications, including:

- the original or a certified copy of a certificate;
- diploma;
- a letter of confirmation from the awarding body.

4.11 **Interview**

The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. Every interview should be carried out face-to-face even if there is only one candidate. Using the interview assessment form applicants should be rated against each of the interview criteria to demonstrate that decisions were objective and without prejudice if necessary (see Appendix 8).

4.12 **Panel:**

When forming a panel for interviews it is advisable that the panel would normally consist of the Line Manager for the post, a member of the Senior Leadership Team, HR and/or a governor (a governor would more than likely be used in the positions of Senior Leadership only).

- i. The interview panel should normally consist of a minimum of three interviewers and in exceptional circumstances a minimum of two.
- ii. All members of the interview panel, where appropriate, should meet prior to the interview to agree questions and procedure to be followed.
- iii. The members of the panel should:
 - have the necessary authority to appoint;
 - be appropriately trained, (one member of interview panel in school must have undertaken a Secretary of State approved, Safer Recruitment training course.
 - meet before the interviews to:
 - ✓ agree required standard for the job;
 - ✓ agree interview questions and assessment method in accordance with the person specification. (Appendix 4)
 - ✓ consider the issues to be explored with each candidate.
 - ✓ Agree scoring method to be applied consistently

4.13 **Questions:**

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore the candidate's attitude towards children and young people; and their ability to support

the authority/establishment's agenda for safeguarding and promoting the welfare of children. (See Appendix 9 for sample questions).

- 4.14 All copies of any notes relating to the short-listing and interview decisions must be retained for at least 6 months. Should any candidate complain of unfair selection or discrimination these notes should be referred to.

5 **CONDITIONAL OFFER OF EMPLOYMENT**

5.1 **Successful Candidates**

An offer of employment to the successful candidate should be conditional on the satisfactory completion of the following: (Sample conditional offer letter see Appendix 10).

- i. The receipt of at least **two satisfactory references**, (if these have not already been received).
- ii. **Enhanced DBS disclosure** and where the appointee has lived outside the United Kingdom, a certificate of good conduct if available.
- iii. **Disqualification by Association form** completed.
- iv. **Verification of any prohibition orders. (Appendix 11).**
- v. Confirmation of the **candidate's medical fitness** (through declaration made by a candidate at or before interview if not by medical assessment).
- vi. Verification of **qualifications** (if not verified at the interview).
- vii. Verification of **professional status** where required, e.g. Teaching Agency registration (if not verified at interview).
- viii. Verification of the **candidate's identity** (if that could not be verified straight after the interview).
- ix. Verification of the candidate's **right to work in the UK.**

- 5.2 A record should be kept to show that the above checks have been carried out for all employees.

- 5.3 If a disclosure reveals information that a candidate has not disclosed in the course of the selection process, you should seek advice from your HR team/provider, and follow relevant DBS guidance. All checks should be:

- a. Confirmed in writing.
- b. Documented and retained in a secure place (subject to relevant advice contained in the DBS Code of Practice and the Data Protection Act, 1998).
- c. Followed-up where they are unsatisfactory or there are

discrepancies in the information provided.

- 5.4 The details of checks must be reported to the police and/or the DBS if:
- a. The DBS disclosure shows applicant has been disqualified from working with children.
 - b. An applicant has provided false information in, or in support of, his or her application.
 - c. There are serious concerns about an applicant's suitability to work with children gained from other legitimate information sources (e.g. references).

6. PRE-APPOINTMENT CHECKS

6.1 References

6.2 These should be requested prior to interview and ideally received back before the interview. One of the referees **must** be the candidate's current or previous employer or training provider.

6.3 Open references should not be accepted if they have 'To whom it may concern' on, no date evidenced or no obvious organisation authorisation, these may have been forged, or may have valuable information missing if it is out of date.

6.4 It is best practice to ask a referee to complete a reference pro-forma, which ensures that certain questions are asked of all your candidates.

6.5 The DfE recommendation for references in educational settings indicates that every request should ask:

- i. Referees relationship with candidate.
- ii. How long they have been known them and in what capacity.
- iii. Are they satisfied that the applicant has the ability or is suitable to perform the job in question.
- iv. Specific comments about the person's suitability for the post and how they have demonstrated their ability to meet the person specification.
- v. Whether the referee is completely satisfied that the candidate is suitable to work with children and if not, to provide specific details of concerns and reasons why.
- vi. Confirm details of the applicant's current post, salary and sick record.
- vii. Specific verifiable comments on the applicant's performance history and conduct.
- viii. Details of any disciplinary procedure the applicant has been subject to where the disciplinary sanction is current.
- ix. Details of any disciplinary procedures the applicant has been subject to which have involved issues relating to the safety

and welfare of young people, including where the disciplinary sanction has expired.

- x. Details of any allegations or concerns that have been raised about the applicant that relate to the safety or welfare of children or young people or behaviour towards young people, and the outcomes of those concerns i.e. whether allegations or concerns were investigated, the conclusion reached and how the matter was resolved.

- 6.6 Please see an example letter and Reference Pro-forma in (Appendix 12 (a) and (b)) which can be adapted to meet the school's requirements.
- 6.7 Where references are provided via email, the referee must be requested to forward a signed copy of the reference (on headed paper) via the post.
- 6.8 Where the referee has not answered all the specific questions, i.e. sickness record, suitability for the post, past performance history etc., or where the reference is vague, the referee should be contacted for further clarification. If followed up by phone the manager should make a note of the discussion and confirm information in writing with the referee.
- 6.9 In cases where a reference* is required for an 'overseas' applicant, in addition to the reference received from their UK employer, an additional reference must be obtained from the overseas employer.

Schools are required to verify the authenticity of references received. This is undertaken by telephoning the referee and discussing the contents of the reference received. Schools must ensure that during conversations with referees they ask about the following issues:

- The candidate's suitability for working with children and young people.
- Any disciplinary warnings during the last two years, including time-expired warnings, that relate to the safeguarding of children and young people.
- The candidate's suitability for this post.

*a reference will be required for a candidate who has worked overseas within the last 2 years or their last employer was an overseas employer.

6.10 DBS DISCLOSURE

6.11 Enhanced DBS Disclosure

This shows a school previous convictions held on file for a potential employee. Having a conviction will not necessarily bar someone from working in a job with children or vulnerable adults. The severity, nature, circumstances and timing of the conviction will need to be taken into consideration.

6.12 Candidates will need to be given the opportunity at the application stage to declare any *unspent* or *spent* convictions they may have, any declaration they make will be compared with the returned criminal record disclosure. The procedure for assessing DBS Disclosure positive trace returns is detailed in the guidance (Appendix 13 (a) and flowchart Appendix 13 (b)).

6.13 **DBS Disclosure on Overseas Candidates**

If the potential employee has lived abroad for a period of time or who comes from another country prior to working in the UK, then a UK DBS Disclosure will not give a full picture in respect of any criminal record they may have. In these cases an overseas Criminal Record Disclosure will need to be applied for as well as a UK DBS Disclosure and details for each countries' equivalent Bureau are available on the DBS website <https://www.gov.uk/disclosure-barring-service-check/overview>.

6.14 Additional Checks Required For Overseas Staff

- i. Any person who is a national from a country outside of the EEA or Switzerland must go through the Tier 2 for skilled workers process of the points based system where the employer will need to apply for a certificate of sponsorship.
- ii. Before a certificate of sponsorship can be issued there are a number of checks and assessments which need to be carried out according to the Border and Immigration Agency (BIA) requirements on employing migrant workers.
- iii. The Employee will then either apply for 'Entry Clearance' for those applying outside of the UK or 'Further Leave to Remain' for those who are currently already in employment within the UK.
- iv. When employing overseas staff schools should ensure that references are taken up in accordance with section 3 above.
- v. Qualifications of overseas trained teachers can be checked against UK Naric to obtain the level of Qualification achieved and the authenticity against the UK Qualification framework.
- vi. A Criminal Records Check or Certificate of good conduct from the country of abode must be produced by the individual.

6.15 These checks should be made clear to candidates at interview. Any offer of employment should be a conditional offer subject to satisfactory clearances being received and checked by the school. When a decision has been made and a successful candidate notified they should be encouraged to contact the staffing team as soon as possible to start their pre-employment checks.

6.16 Only when an employee has passed their 6 month probationary period will their employment be confirmed. Please do not offer a candidate an unconditional offer at any point. If the Head teacher requires the candidate to start prior to all of these checks, then they must fill out the

Risk Assessment sheet provided in (Appendix 14) but only in exceptional cases and this must not be considered the norm.

6.17 **DBS (PORTABILITY)**

Schools are recommended to refer to the LA Schools DBS Policy and Guidance.

- i. The DBS does not endorse the use of portability, i.e. the re-use of a DBS disclosure obtained for a position in one organisation and later used for another position in another organisation. A disclosure carries no formal period of validity and only reflects information that was available at the time of its issue. As a responsible employer, we will therefore exercise caution in the portability of disclosures. Portability carries a risk and should only be considered as part of an overall risk assessment process, and reserved for exceptional circumstances. Further information on the limitations and risks of portability can be obtained from the DBS.

It is the LA's recommendation in accordance with the schools recommended DBS policy that all new employees are required to complete a new DBS check.

- ii. As part of the risk assessment process the following guidelines are given:
 - In relation to permanent appointments, or those expected to last in excess of six months, an employee may commence employment with relevant risk-control measures, upon sight of an enhanced disclosure that is less than two years' old. A new disclosure must be applied for, and the contract will remain subject to this requirement. (See Appendix 14).
 - For short-term appointments, such as the use of agency staff, the enhanced disclosure should not be accepted if it is more than one year old. If the use of the individual is expected to recur, a new disclosure should be applied for.

6.18 **DBS (Update Service)**

For an annual subscription fee (currently £13) individuals can subscribe to the DBS update service. This allows the DBS certificate to be kept up to date and be taken from role to role within the same workforce i.e. children, adults or children and adults. Registered Bodies are able to access a status check service, on line and at no cost, to check the status of the DBS certificate where an individual has joined the update service and consented to the employer accessing their DBS certificate in this way. The School will need to ask all applicants for posts where a DBS certificate, including re-checks, is required whether they belong to the update service, and check that the original disclosure is relevant for the same workforce.

There is no registration process or fee for employers to check a certificate online, but employers must be legally entitled to carry out a check and have the employee's permission. The LA will endorse the use of DBS portability providing the individual has registered with the DBS online updating service and gives the school authorisation to access their details and carry out a status check at specified periods. For both new appointments and at the 3 year renewal check schools can use the DBS updating service to confirm safeguarding compliance and then update the Single Central Record. If an employee refuses to grant access or has not kept their subscription up to date then the school will be required to carry out a full DBS check.

6.19 **Disqualification by Association**

When appointing staff, schools or those operating early years provision must carry out relevant background checks such as police records; police intelligence; Disclosure and Barring Service (DBS) barring lists; and for anyone that is appointed to teach, that they are not prohibited from doing so by the Secretary of State.

As of October 2014 the Department for Education has launched some new statutory guidance in "relating to keeping children safe in education": childcare disqualification requirements: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf

The Childcare (Disqualification) Regulations 2009, place separate and additional requirements on schools and early years provision to ensure that they do not employ either directly or indirectly (i.e. agency staff) persons who are disqualified from working with children. .

The Regulations prohibit anyone who is either disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant setting, including in schools.

All new starters are required to fill in the disqualification for new starters form (see appendix 15).

6.20 **Medical Clearance**

A potential employee must complete a medical questionnaire, which is then assessed by an Occupational Health provider. Occupational Health may request an appointment to confirm fitness. Occupational Health will confirm, in writing, whether the candidate is fit or not to be employed in the proposed post.

6.21 **Verification of Qualifications**

Essential qualifications required to perform a particular role, such as Qualified Teacher Status, Certificate in School Business Management

etc., as stated in the person specification, need to be evidenced by the potential employee. A copy of original certificates should be taken and placed on their personal file and logged on the Single Central Record. This should ideally be confirmed at the interview stage.

(See Appendix 16 Appointing Qualified Teachers. A Brief Guide for Employers of Teachers on Checking their Qualifications).

6.22 **Qualified Teacher Status – Overseas Workers**

Teachers trained in European Economic area countries may be eligible for Qualified Teacher Status (QTS) in this country without further assessment. The school must confirm status by contacting the NCTL.

Teachers who trained outside the EEA will need to be assessed against the Standards for the Award of Qualified Teacher Status in England before they can be awarded QTS. Overseas trained teachers (OTTs) can be employed for up to four years by a school without gaining QTS. They must only be issued with a temporary unqualified teacher contract). To gain a permanent appointment and to progress to the higher pay bands they do need QTS.

7 **PRE-EMPLOYMENT CHECKS FOR AGENCY WORKERS/TEMPORARY STAFF**

7.1 **Teachers or HLTAs undertaking training and/or agency workers.**

The training provider, must provide evidence in writing to the school in which they are placed (in the same way as Supply agencies must) that they have carried out all the same checks that the schools would have done if they were their own staff (including DBS Disclosure, Identity check etc.).

7.2 It is the Head teachers and Governors responsibility to ensure that these checks are being carried out.

7.3 Schools have the right to view the original copy of the Disclosure from the agency worker if it contains additional information. Evidence of checks from external providers should be recorded on the Single Central Record.

7.4 All candidates must provide evidence of their right to work in the UK. Relevant checks must be undertaken for the successful candidate. (Appendix 17- Applicant guide to illegal working), Asylum and immigration Act 1996 section 8 checks – guidance for schools and applicant

Only in exceptional circumstances temporary/agency workers may be able to commence duties prior to providing the completion of relevant checks. A risk assessment must be undertaken and workers must not

have unsupervised access to children (Appendix 14).

7.5 **Prohibition Orders**

Prohibition orders prevent a person from carrying out teaching work in schools. A person prohibited from teaching must not be appointed to work as a teacher. Schools are required to check every teacher for a prohibition order. Positive checks are required to be reported to the LA (see Appendix 11).

<https://www.education.gov.uk/employeraccess/LoginAction.do>

7.6 It is the Head teachers and Governors responsibility to ensure that all these checks are being carried out.

Unsuccessful candidates

7.7 Unsuccessful candidates should be contacted as soon as possible. It is good practice to provide feedback where requested. The feedback should aim to help the candidate in future interviews, not to damage confidence.

7.8 **Staff Qualification Requirements**

Community, Voluntary Controlled and Community Special and Maintained Nursery Schools

Teaching staff

Where the governing body decides to recruit a teacher to a post that is to be filled for a period of more than 4 months, it must send a specification of the post to the local authority as stipulated in (Regulations 16(2) and 28).

Support staff

Governing bodies should be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. Any such recommendation may have implications for other staff working for the local authority.

In putting together the job specification for the post, the governing body should refer to the agreed local authority job profiles and associated guidance. When considering what grade to recommend for the post, the governing body may wish to seek advice from the local authority which has greater experience of determining the appropriate grades for individual posts.

Where the governing body wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the local authority, it should consult the local authority at the point of determining the job specification. The governing body should consider any pay and grading issues the local authority may raise before putting forward a

formal recommendation.

In accordance with the Education (Teachers Qualifications and Health Standards)(England) Regulations 1999 and the Education (Teacher) Regulation 1993). (See Appendix 18 - New employee recruitment checklist).

8. STATUTORY INDUCTION / PROBATION

8.1 There should be an induction programme for all staff and newly appointed in the school regardless of previous experience. The induction/probation scheme must be carried out in accordance with the school's policies and procedure. It should:

- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school; and,
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

8.4 Child Protection training must be provided to all new staff as a mandatory element of the induction and probation programme for those working with children.

9. SAFER RECRUITMENT TRAINING

From September 2014, although regulations will continue to require one member of any recruitment panel to have undertaken safer recruitment training, it will be for school leaders to judge what training will be appropriate for their staff and the circumstances of the school. Access to the Secretary of State's online training will be removed to coincide with that change. Although there is already a range of accessible training, the DfE are working currently with a number of organisations that have expertise in this area to help ensure that appropriate training will be readily available.

The LA schools traded HR service will be able to assist schools in identifying appropriate training providers.

10. MONITORING

10.1 It is not sufficient purely to have a policy statement on Equal Opportunities. It is necessary to monitor the effectiveness of appointment and induction process.

10.2 The School is required to monitor analysis with respect to ethnic origin, gender and disability of all job applicants for all posts.

- 10.3 To allow for future recruitment practices to be better informed, the monitoring should also cover attendance of new staff at safeguarding training, staff turnover and exit interviews. (Appendix 19 Exit interview form).