SAFER RECRUITMENT POLICY

Date Reviewed	Body	Review Date
Spring Term 2026	Board of Trustees	Spring 2028

The roles and responsibilities set out within this procedure should be read alongside the Trust's Scheme of Delegation.

1. Introduction

1.1 Chiltern Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all employees, volunteers and contractors to share this commitment.

1.2 The Trust is dedicated to appointing the best person for the job. Employing the right person for the job is critical to the success of delivering the best education to pupils. However, it is essential that the right person be recruited following safer recruitment practices and procedures.

1.3 The success of a safer recruitment process is dependent on each school's and central team's recognition and consequent rejection of potentially unsuitable applicants before or at the interview. Any approach that undermines this process (either by failing to focus on behaviour and attitudes or by failing to reject applicants who are unsuitable) places the school at risk of jeopardising the safety and welfare of its children and young people.

1.4 The Safeguarding Vulnerable Groups Act (2006) (as amended) sets out the activities and work which are categorised as 'Regulated Activity'. 'A person who has been barred by the Disclosure and Barring Service (DBS) must not carry out work which meets the definition of 'Regulated Activity'. The Act makes it a statutory obligation to make appropriate checks before any employee or volunteer works with children or vulnerable adults.

1.5 Regulated activity focuses on work which involves close and unsupervised contact with vulnerable groups, including children. A more detailed definition of regulated activity can be found in Keeping Children Safe in Education.

1.6 This policy should be used in conjunction with the statutory guidance; Keeping Children Safe in Education and Working Together to Safeguard Children.

2. Purpose

2.1 The purpose of this document is to describe the recruitment and selection process and to provide a set of operating guidelines for hiring employees in our schools. This policy sets out the minimum requirements of the recruitment process that aims to:

- Attract the best possible applicants to vacancies;
- Deter prospective applicants who are unsuitable for work with children and young people;
- Identify and reject applicants who are unsuitable for work with children and young people

3. Scope

3.1 The measures described in this policy should be applied in relation to everyone who works, or applies to work, in the Trust when there are pupils under 18 years of age and who is likely to be perceived by the pupils as a safe and trustworthy adult. This will not only apply to people who regularly come into contact with pupils, or who will be responsible for pupils, as a result of their work; it will also include people who regularly work in a school when the pupils are present, who

may not have direct contact with pupils as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the setting. This includes workers not on the payroll, e.g. staff employed by contractors, and unpaid volunteers.

4. Equal Opportunities

4.1 No person seeking employment within Chiltern Learning Trust will be treated less favourably than any other person or group because of any of the following protected characteristics as defined in the Equality Act 2010:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

4.2 Further information can be found in the Equal Opportunities Policy at Appendix 1.

4.2 All applicants for employment, or voluntary work, will be assessed on their relevant skills, qualifications and experience.

4.3 Applicants will only be prevented from being appointed if previous offences are directly relevant to the position being applied for and it is considered that if appointed they would pose a risk to children, young people, the public, property or public funds. This procedure incorporates a policy for the recruitment of ex-offenders or where there is a positive DBS or previous convictions disclosed.

5. Start of the recruitment process and preparation

5.1 The recruitment process is usually initiated by a resignation - but not always. A vacancy can be created by additional sources of funding attached to a specified role, or due to increased workload requiring additional resources.

5.2 In the case of a vacancy created by a resignation, it is often tempting to fill the post on a like for like basis. However, opportunity should be taken to review:

- the necessity for the post;
- relevance and appropriateness of the job role;
- whether certain aspects can be used to enrich the role of existing post holders;

- whether the role could be performed in another way e.g. through enhancing IT, or by job sharing, part-time working etc.

5.3 This review will consider the developments within the school development plan, the known and anticipated challenges for the school and financial projections.

5.4 One valuable source of information can be the post holder who is resigning, through conducting an exit interview. The Trust should establish who would normally be responsible for conducting the exit interview. This could be conducted by the headteacher, a senior teacher or a school governor or a member of the central team (where applicable).

5.5 Where the employee does not feel that the person assigned to conduct the exit interview is the appropriate person, then they must raise this in the first instance with the headteacher or chair of governors.

5.6 The person conducting the exit interview will also be responsible for analysing the exit interview information and communicating any patterns/issues or feedback to the headteacher and / or Trust central team as appropriate.

6. Planning and preparation

6.1 A well planned and structured recruitment process ensures the best chance of recruiting the best person for the role, and ensures that any information that could be important in determining whether or not someone is safe to work with children is not missed.

6.2 It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advert for the post.

6.3 It is important to note that the recruitment process from advertising a post to a new recruit starting work, can take at least 12 weeks. Every post must have an up to date job description, which clearly defines the responsibilities of the job.

6.4 A safer recruitment checklist is available at Appendix 2 as a tool to guide our schools through the process to ensure that all necessary steps detailed in this document have been followed.

7. Forming a selection panel

7.1 The Board of Trustees will determine the delegation of roles and responsibilities for recruitment. In normal circumstances the Board of Trustees should delegate the responsibility for all staff appointments, other than the leadership team, to the headteacher. For maintained schools, the School Staffing (England) Regulations 2009 sets out the process that should be followed when recruiting to leadership posts. Further advice can also be found in Staffing and employment advice for schools.

7.2 Governors may support the headteacher in the recruitment process. The selection panel should comprise of preferably three individuals, or in exceptional circumstances, two governors (except in the case of a headteacher for whom the model procedure is laid down in Recruiting a headteacher.

7.3 With effect from 1st January 2010, the School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the person who conducts an interview has completed safer recruitment training. Governing bodies of maintained schools may choose appropriate training and may take advice from the local three safeguarding partners in doing so. The training should cover, as a minimum, the content of keeping children safe in education.

7.4 The interview panel for appointments, must have at least one member of that panel safer recruitment trained.

7.5 The panel should be agreed in advance of short listing and should be involved at both short listing and interview stages. Panel members should be aware of the need for confidentiality throughout the process.

7.6 The schedule for the day should allow adequate time for the panel to assess and score each candidate at every stage. If candidates have been made aware of interview dates via the advert and subsequently find that the date offered is not convenient, the panel is under no obligation to offer an alternative date. However, if attendance becomes impossible due to illness or for another substantial or unavoidable reason the panel may wish to accommodate a request for an alternative date.

7.7 The panel should agree on a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references. A candidate's response to a question about an issue will determine whether and how that is followed up. The panel cannot, therefore, agree in advance an exhaustive list of questions for each candidate from which they will not deviate.

8. Safeguarding children statement

8.1 The safeguarding statement that is relevant to all posts within the Trust is:

"The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".

8.2 This statement clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled. (N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.) Research confirms that unsuitable applicants will be deterred if they believe an organisation is alert to safeguarding issues and has appropriate policies in place.

8.3 All recruitment and selection literature should include the above safeguarding statement in addition to the DBS statement below:

"Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service."

8.4 Candidates should also be made aware that, as per Keeping Children Safe in Education, CVs will only be accepted alongside a completed application form. A CV on its own will not provide adequate information and should not replace the need for candidates to explain how they meet the essential criteria in full. The necessary safeguarding and DBS statement can be found at Appendix 3.

8.5 Candidates should be made aware that if shortlisted, online searches will be carried out. Further information on online searches can be found at paragraph 17.1.

9. Job Descriptions and Person Specifications

9.1 When the decision has been taken to fill a vacancy, the first task will be writing or reviewing a job description. The job description will give a clear and precise definition of the post, its main responsibilities (which have a clear result or outcome and which the job holder is responsible for achieving) and the context in which it operates. When defining the role, schools should consider the skills, abilities, experience, attitude and behaviours required for the post.

9.2 Devising a person specification is also a critical part of the process of recruitment and selection as it provides the basis for the advert, short listing, interview questions and the use of other selection methods and the final decision between candidates. It can also be used for the purpose of performance appraisal and determining training and development needs. It is therefore essential that the person specification is accurate and reflects what is **actually** needed to perform the role effectively as described in the job description. It is also critical that the person specification is not discriminatory. Specifically, care must be taken to avoid unintentional contravention of the Equality Act 2010 in relation to the protected characteristics set out above.

9.3 The job forms the basis of the person specification. There should not be any criteria contained within the person specification that are not clearly required to meet the responsibilities in the job description. Having produced an accurate job description, the next step is therefore to identify the knowledge, skills, experience and abilities needed to fulfil each of the principal responsibilities and then to summarise these into the headings within the person specification. A template person specification and guidance on how to complete each section can be found in Appendix 4.

10. Equality Issues

10.1 Equality issues are an essential criteria for all roles in schools, therefore it is a requirement to have at least one equality related criterion is included in the person specification.

11. Measuring and testing against criteria

11.1 In order to give complete clarity and transparency to the process it is good practice to include against each of the criteria at the application stage how the assessment will be made. Some criteria may be tested by a combination of two or more methods, for example:

- interview
- tests or practical exercises
- presentation

- in-tray exercise
- group exercise
- supervised pupil interaction such as meeting the student council
- lesson observations

11.2 Candidates should be told in advance of the type of test they may be expected to take by including the appropriate numbers in the 'How Measured' column of the person specification, for example:

1 = application form
2 = interview
3 = test
4 = proof of qualification
5 = practical exercise

12. Positive Action

12.1 It is lawful under the Equality Act (2010) for an employer to take action when it reasonably thinks that people with a protected characteristic (listed in section 4) are under-represented in the workforce, or suffer a disadvantage connected to that protected characteristic. This is known as 'Positive Action'.

12.2 Positive action must not be confused with positive discrimination which is unlawful. An example of positive discrimination would be appointing to a post because the candidate suffered a disadvantage connected to a protected characteristic and not because that person was best for the job.

12.3 If there is under-representation of people with a protected characteristic in a school, then we will encourage applications from these individuals when advertising. To do this, the following standard wording should be applied in your advert:

'We particularly welcome applications from women and/or men and/or people from ethnic minorities who are under-represented in our school'. As laid down in the Equality Act 2010.

12.4 The relationship between positive action and operational need in schools is very close. One form that 'positive action' takes is including the requirement for oral and/or written competency in a specific language.

13. The Advert

13.1 The aim of the advertising process is to attract the maximum number of applicants who have the necessary skills and experience to be able to perform the role effectively, but to help deter unsuitable people from applying for the job from the outset. What is said in the advert and where it is placed will have an important bearing upon the response elicited.

13.2 To ensure equality of opportunity it is the Trust's policy to advertise all posts externally unless the following circumstances apply such as:

- There are or may be employees with the appropriate skills already employed within the Trust and the post offers progression opportunities
- There are or may potentially be redundant employees with appropriate skills within the Trust.
- The Trust is re-organising, amalgamating or enlarging
- A post has been occupied in a temporary or fixed term capacity for more than two years and the post is continuing on a permanent basis.

13.3 The School Staffing (England) Regulations 2009, and associated guidance, deal with the advertisement and appointments process of posts in schools.

13.4 **Writing the advert**

An advert should:

- present a positive image of the Trust/School, selling both the job and the school.
- portray a clear and accurate description of the post
- be clearly written
- be drawn directly from the job description and person specification
- be free of bias and discrimination and comply with the Equality Act 2010
- include the job title, location, salary and hours (including pro rata salary)
- Make clear how to apply

The advert must include the statements, in bold, regarding the Trust's commitment to safeguarding and promoting the welfare of children and the need for the successful applicant to undertake a criminal record check via the DBS, and that all relevant checks will be undertaken to ensure suitability of employment.

The advert must also specify whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. This is required as some spent convictions and cautions are 'protected', and therefore do not need to be disclosed by applicants. Please note that if an applicant discloses caution or conviction which they were not required to disclose you must not take them into consideration. Further information about filtering offences can be found in the DBS filtering guide.

In this way, a Trust can present an unequivocal message in relation to safer recruitment practices, leaving no room for misinterpretation. In emphasising the Trust's commitment to safeguarding children, these statements should serve as a deterrent to abusers.

The advert forms part of the contract of employment, therefore accuracy is critical and attempts to 'oversell' the post may be misleading and result in a dissatisfied employee and problems with retention.

13.5 **Placing the advert**

As far as possible, adverts should be placed where they will reach the widest relevant audience. This could include:

- Internet / Online Job Boards
- national press
- professional journals
- ethnic minority/disability press
- community centres, churches, mosques and temples
- job centres

14. The Application Form

14.1 An application form must be submitted by all applicants prior to shortlisting. A statement confirming that the application form must be completed in full before it can be considered should also be included with the application form. Applicants should be made aware that an incomplete application form or a form containing gaps in the information provided may be returned for completion before it can be considered. The Trust should include a statement in the application form or elsewhere in the information provided to applicants informing them that it is an offence to apply for a role working in regulated activity if they are barred from working with children.

14.2 Identical procedures should be followed for internal and external applicants.

14.3 In line with Keeping Children Safe in Education, the Trust should only accept CVs alongside a completed application form. A CV alone will not provide adequate information and does not replace the need for candidates to explain how they meet the essential criteria in full. Candidates should be made aware of this requirement in the content of the advert and application pack.

14.4 The Trust should sign post applicants as to where a copy of the Safeguarding Policy and Recruitment of Ex-offenders Policy can be found on the Trust's website.

15. References and Referees

15.1 The purpose of seeking references is to obtain objective and factual information to support appointment decisions and the use of a reference pro forma can help to achieve this. Two references should be taken up before interview, where possible for the shortlisted candidates, including internal applicants. This will ensure that any issues or concerns raised by the content of the references can be explored further with the referee, and/or taken up with the candidate at interview.

15.2 Referees should be supplied with a copy of the job description and person specification for the vacancy and asked to comment on the applicant's suitability in relation to it.

16. Scrutinising and shortlisting

16.1 A Scrutinising Record Template can be found in Appendix 5.

16.2 The panel should be supplied with all applications received up to and including the closing date. It will be at the panel's discretion as to whether late applications are accepted. The panel should not receive any equality data relating to applicants.

16.3 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 applications should not be accepted and should be returned for completion. Applicants should be asked to sign a declaration confirming that the information that they have supplied on their application is true. Where this is an electronic signature, the shortlisted candidates should physically sign a hard copy of the application form at the point of interview.

16.4 To ensure a fair and equitable procedure, and to ensure that the appointed candidate is suitable to carry out the duties and responsibilities of the post, all candidates should be assessed equally against the criteria contained in the person specification, without exception or variation.

16.5 Once received, schools should ensure that the references received are from the candidate's current employer, and if they are not currently working with children, a reference is obtained from the relevant employer from the last time the candidate worked with children. Schools should ensure references have been completed by a senior person with the appropriate authority. You may wish to contact the school directly to ensure that the most appropriate person has been asked to provide a reference. Information provided on references should be cross checked with information provided on the application form to ensure that it is consistent. Any discrepancy in the information should be taken up with the applicant. References should also be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate. Any discrepancy in the information should be taken up with the applicant.

16.6 Open references, for example, that begin with 'To whom it may concern' or are provided as part of the application, or that are not completed on the reference pro forma document should be queried with the applicant and potentially rejected. If you are unsure on the content of a reference, further advice can be sought from the HR Team.

16.7 Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. A history of repeated concerns or allegations over time is also likely to give cause for concern.

16.8 In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

16.9 Where a reference has not been obtained on a preferred candidate before interview, it must be ensured that the reference is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

16.10 Assessment of the applicant's suitability to work with children can only be done by considering a person's attitudes and motivation, as far as this can be assessed from the information supplied by the applicant at this stage. Any concerns should be explored and clarified at interview and cross-referenced with other checks.

16.11 The recommended method for undertaking the shortlisting process is included in Appendix 6. This method involves each candidate being assessed against each essential criteria in the person specification on the following basis:

0 - does not meet the criteria
1 - insufficient information on application to rate
2 - appears to meet requirement
3 - definitely meets requirements.

Candidates who score 0 against an essential criteria **cannot** be short-listed.

16.12 In some instances, individual criteria may be deemed by the panel to be of sufficient importance that they should be weighted more highly than other criteria; for example, to score twice the points of other criteria. This must be agreed prior to shortlisting and continued into the interview stage.

16.13 At the end of the short-listing process, the product will be a list of applicants who meet or appear to meet all essential criteria. It may not be possible to interview all applicants; therefore, the panel should interview the highest scoring applicants only.

17. Other checks before or at interview

17.1 As part of the shortlisting process schools and colleges should also consider carrying out an online search as part of their due diligence on all shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college may wish to explore with the applicant at interview. Please refer to appendix 7 for guidance on carrying out online searches for shortlisted candidates.

17.2 Shortlisted candidates should be asked to complete a self-declaration. The self-declaration form is an opportunity for a candidate to advise you of their criminal record or of any information that may make them unsuitable to work with children. Candidates should be asked to sign the declaration confirming the information they have provided is true. Where this is an electronic signature, the shortlisted candidates should physically sign a hard copy at the point of interview. The self-declaration form should be reviewed and discussed at interview with the candidate. Please note this information can only be requested for shortlisted candidates. This information should not be used to help to decide who should be shortlisted.

17.3 At interview schools must check the following:

- identity check – identity checking guidelines can be found on GOV.UK
- check of qualifications / certificates and QTS status via the TRA website
- right to work in the UK (Birth Certificate and proof of NI, Passport, or appropriate visa documentation)

18. Selection methods

18.1 At the time of short listing, the panel must decide upon the components of the selection process. This will always include an interview and should usually include, at least, one other job-related task or test. All these components must produce information which will enable panel members to

assess candidates against the person specification. It is common and good practice for candidates to be invited to visit schools prior to the selection process or receive a tour on the day.

19. Preparing questions

19.1 Those interviewing should agree structured questions. Interview questions must relate to the person specification, and elicit information that is relevant and measurable. The panel is more likely to get meaningful information from candidates if the questions are grouped in an organised way. The questions should include:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children;
- exploring their skills and asking for examples of experience of working with children which are relevant to the role; and
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.
- the candidate's attitude toward children and young people through careful questioning
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children
- whether the candidate wishes to declare anything in light of the requirement for a DBS check

19.2 All information considered in the decision-making process should be clearly recorded along with decisions made.

19.3 If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything they wish to declare/discuss in light of the questions that have been (or will be) put to their referees. It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before they start work. Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case.

19.4 Competency based interviewing is the recommended approach to asking interview questions which should maximise the amount of information available to the panel about each candidate. It is essential that factual notes of responses given are made by each panel member.

19.5 Some example questions around **child protection** are:

Competency	Areas that should be covered	Question
Ability to demonstrate appropriate motivation for working with children	Self-awareness /knowledge and understanding of self Interconnection between self and professional role	What do you feel are the main drivers, which led you to want to work with children?
	Consistency under pressure	

Emotional resilience in working with challenging behaviours	Ability to use authority and respond appropriately Ability to seek assistance/support where necessary	Tell me about a time when you have been working with children when your authority has been seriously challenged. How did you react? What strategies did you employ to bring things back in course? How comfortable were you with the situation?
Values and ethics	The ability to build and sustain professional standards and relationships Ability to understand and response other people's opinions Ability to contribute towards creating a safe and protective environment	What are your attitudes to child protection? How have these developed over time? What are your feelings about children who make allegations against teachers and staff?
Safeguarding Knowledge and Understanding		What is the safeguarding policy in your workforce? How is it monitored? What steps have you taken to improve things? Give me an example of when you had safeguarding concerns about a child? What did you do? Who did you involve? What was the outcome?

20. Invitation to interview

20.1 A copy of the documents used to verify the successful candidate's identity and qualifications must be checked, signed and dated on the day of interview so that candidates can take them home with them. Any foreign language documents must be accompanied by an authorised translation.

If these documents are not produced at the interview, it is the school's discretion whether the interview is suspended until these documents can be produced. If the interview is not suspended, the school must ensure that these documents are produced and scrutinised before a firm offer of employment is made.

20.2 The panel will agree a chairperson for the purposes of conducting the selection procedure. The structure is likely to comprise the following steps:

- welcome, introductions, explanation of the structure of the process, information about the post if relevant;
- request original documentation for identity and proof of eligibility to work in the UK together with original copies of relevant qualifications.
- deliver agreed questions, commencing with an open, general question to encourage candidates to talk;
- provide an opportunity for the applicant to ask questions;
- give information about the next steps.

All relevant paperwork should be to hand (application form, references, prepared questions, interview grid etc.) in a form that can be easily referred to.

21. Danger signs

21.1 The interview should be used to explore potential areas of concern to determine the applicant's suitability to work with children. Individuals unsuited to working with children may show one or more characteristics that can be viewed as possible 'danger signs. Areas that may be concerning and lead to further probing include:

- The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority
- There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds
- There may be a tendency to view children and young people in idealised or romanticised terms
- They may appear dogmatic, autocratic, arrogant or over-confident
- There may appear to be an over-identification with young people, and a lack of appropriate, intimate or supportive relationships with other adults
- inadequate understanding of appropriate boundaries between adults and children;
- indicators of negative safeguarding behaviours.

21.2 A 'best practice' system for marking candidates through the selection process is attached as Appendix 8. The following scoring system is included:

1 poor

2 fair
3 average
4 good
5 excellent

21.3 These assessments are to be made relative to each criteria as it applies to the post. This is not intended as a mechanism to be applied strictly, which may then not recognise unanticipated but equally relevant responses, but as a helpful aide memoir.

21.4 Panel members should make individual assessments of each candidate immediately after the interview has taken place, i.e. between interviews. Information gained about candidates through other means, e.g. tests and tasks set, should be used only to inform the marking process against the criteria. Assessments of other skills and qualities which the candidate may or may not possess which come to light via those other means must be regarded as irrelevant.

21.5 Where an interviewee has a disability, it may have direct relevance to their ability to do the job or parts of the job. Under such circumstances you may need to establish the need for any adjustments. The candidate should be assured that this discussion will not preclude them from full consideration for the job.

21.6 After all information has been gathered through the selection process, panel members will, through the sharing of their scores and by discussion, arrive at a view as to who is the best candidate, noting reasons for rejection of other candidates. Comprehensive sets of notes are critical because they may be required for inspection or for evidence at an Employment Tribunal. The notes should demonstrate whether a criterion was or was not met by each candidate and why. The panel will agree a composite score as a record of their decision and the successful candidate will be that which scores highest against the essential criteria. The desirable criteria will be called in to play where there is an equal score on two (or more) applicants on essential criteria.

22. Involving pupils

22.1 Involving pupils in the recruitment and selection process in some way, or observing shortlisted candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; shortlisted candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff. A permanent member of staff should be present at all times. Care should be taken to ensure that each candidate enjoys conditions which are as similar as possible, e.g. in terms of age, range of abilities and behavioural standards of pupils to ensure a fair process.

23. Post interview

23.1 Once the decision is made, in order to inform the preferred candidate of the status of their application, a letter may be sent out stating that, subject to satisfactory clearances, the post may be offered to them and that the school will contact them when the checks have come through. This is known as a conditional offer of employment.

24. Conditional offer of appointment: Pre-employment checks

24.1 A final offer of employment should only be made when all checks have been satisfactorily completed and no offer letter should be sent which does not specify these terms, should there be any checks outstanding.

24.2 Issuing an offer of appointment to the successful candidate before the contract is sent out is a good practice measure as it ensures the preferred candidate is informed in writing in the interim, thereby promoting a positive, professional image of the school and ensures the candidate is kept up to date.

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

- Verification of the candidate's identity and proof of eligibility to work in the UK (if that could not be verified at the interview) by original documentary evidence is best practice to check the candidates name on the birth certificate where this is available.
- A check of the Barred list and a satisfactory DBS disclosure.
- for employees who have lived or worked outside the UK, they must undergo all of the same checks as other staff and school must carry out any other checks that the school deem appropriate, such as an overseas criminal record check or (also known as a letter of good conduct.) and obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.
- prohibition order check (if applicable)
- verification of the candidate's medical fitness
- verification of qualifications from documentation brought to interview (or verified after the interview);
- verification of professional status where required e.g. Teaching Agency 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); unless they are an Early Career Teacher.
- (for non-teaching posts) satisfactory completion of the probationary period.

24.4 A template conditional offer letter can be obtained for the Trust Central HR team.

24.5 If two satisfactory references are not received but the individual has started work the offer cannot be withdrawn even if the contract stipulates that the offer is 'conditional'. Undertaking this practice is in breach of Keeping Children Safe in Education. In this case, a dismissal procedure would need to be invoked. Please contact the HR Team to seek assistance.

24.6 Advice should also be sought from the HR Team where:

- an applicant has provided false information in, or in support of their application
- there are serious concerns about an applicant's suitability to work with children

- the candidate is found to be on the Barred List or the DBS disclosure shows they have been disqualified from working with children by a court

25. DBS Checks

25.1 The safeguarding of children and young people is paramount and the school is fully committed to the rigorous implementation of the DBS requirements. It is a statutory requirement that all new appointments to the school's workforce must have an enhanced DBS Disclosure under the School Staffing (England) Regulations 2009 for maintained schools. This includes those recruited to the school from overseas, where additional checks will also be made. There is also a requirement under the regulations for schools to keep a single central record detailing a range of checks carried out on their staff.

25.2 All staff employed at the school and all regular volunteers, who will be unsupervised, should have an up-to-date enhanced DBS disclosure prior to taking up their post. Further information on DBS checks for volunteers can be found at point 29 and in the Volunteer Policy.

25.3 The Police Act 1997 sets out what information must be disclosed on an enhanced DBS certificate. An enhanced certificate will disclose the following:

- Adult cautions (simple and conditional) which are not eligible to be filtered
- Juvenile and adult convictions which are not eligible to be filtered
- An enhanced certificate may also include any other information that the police hold about the applicant, where they feel disclosure is justified in order to safeguard the children or vulnerable adults that they have applied to work with.

25.4 For posts that meet the definition of 'Regulated Activity' an enhanced DBS check must be carried out, along with a check against the barred list. This check is required by law, and is to check if the applicant has been barred from working with the relevant group. Further information can be found in the Policy of Recruitment of Ex-Offenders at Appendix 9.

26. Decisions on DBS disclosures for prospective employees

26.1 When a positive DBS reveals information, you should contact the school's HR team, who should confidentially discuss this with the headteacher (or CEO for the central team).

26.2 In all cases a meeting must be held between the headteacher (or CEO for the central team) and the applicant, and the positive risk assessment form completed by the headteacher (or CEO for the central team).

26.3 A guidance document can be found in Appendix 10 and the positive risk assessment form can be found in Appendix 11. **If the decision is not to accept the DBS clearance then please speak to HR before any further action is taken.**

26.4 Authorisation of the outcome decision must be signed by the headteacher (or CEO for the central team). A copy of this assessment should be stored securely in their personnel file.

26.5 **Offences ruling out appointment**

Some offences will preclude appointment. Each case will be considered on its own merits, considering the nature of the offence and the vacancy for which the person has applied. The final decision falls to the headteacher (or CEO for the central team). Further guidance on DBS disclosures can be obtained from the HR team.

26.6 Applicants moving from a previous post

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- which brought the person regularly into contact with children, or
- to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons, or
- in another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons

Whilst there is no requirement to carry out an enhanced DBS check in the circumstances outlined above, it is strongly advised that schools should carry out an enhanced DBS check themselves, to ensure that they have the most up to date information. Schools must still carry out all other relevant pre-appointment checks, including a separate standalone barred list check if the candidate is engaging in regulated activity.

26.7 Contractors & agencies

The school must ensure adherence to this policy when selecting contractors. In addition, the school should set out their safeguarding requirements in the contract between the organisation and the school. It is important that contractors are aware of their requirement to ensure this complies with the DBS Code of Practice and Safer Recruitment Practices.

26.8 Agency and third-party supply staff

Supply agencies are required to guarantee that candidates put forward have been properly and fully vetted in line with Keeping Children Safe in Education guidelines and other relevant statutory guidance.

Schools must ensure that they obtain written notification from the agency or third party organisation, that they have carried out the same checks as the school would otherwise perform on any individual who will be working at the school (or working on the schools behalf, including through online delivery.

The written notification required by the school. This usually comes in the form of a letter from the agency / third party organisation on headed paper confirming that all necessary checks have been carried out. Confirmation of receipt of this information must be recorded onto the schools Single Central Record.

Where the agency has obtained an enhanced DBS certificate before the person is due to begin work at a school, which has disclosed any matter or information, or any information was provided to the employment business, the school **must** obtain a copy of the certificate from the agency.

27. Data Protection Act 2018 and GDPR

27.1 The school and its employees must comply fully with its obligations under the Data Protection Act 2018, DBS Code of Practice and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of disclosure information.

27.2 **Storing disclosure information**

Schools no longer directly receive a copy of an applicant's DBS certificate, it is a single certificate only, which means the applicant is the only person who receives the certificate. Keeping Children Safe in Education states that an applicant must show the original DBS certificate to their potential employer before they take up a post or as soon as practicable afterwards. When recruiting, schools must request to see the original certificate. The school will also receive confirmation from their DBS provider to confirm clearance. The confirmation email should be retained on the employees personnel file.

Schools are not permitted to retain a photocopy of the DBS certificate

28. Checks on overseas applicants

28.1 Individuals who have lived or worked outside the UK **must** undergo the same checks as all other staff in schools. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools **must** make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

28.2 These checks **could** include, where available:

- criminal records check for overseas applicants
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach

28.3 **Where this information is not available**, schools should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

28.4 Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances

that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

29. Checks on volunteers

29.1 Volunteers are seen by children as safe and trustworthy adults. The same recruitment measures should be adopted as for paid staff if the school is actively seeking volunteers and is considering candidates about whom the school has little or no recent knowledge. An application form for volunteers can be found in the Volunteer Policy. The application form requires the volunteer to supply the details of two referees. The school should obtain references and other necessary checks before allowing the volunteer to work at the school. Under no circumstances should a school allow a volunteer to be left unsupervised or to carry out regulated activity before the necessary checks have been obtained.

29.2 Volunteers who will be left unsupervised to teach or look after children regularly or to provide personal care on a one-off basis must undergo an enhanced DBS check (including a barred list check). Schools may choose to obtain an enhanced DBS check (without a barred list check) for volunteers who are not engaging in regulated activity, schools should undertake a risk assessment and use their professional judgement and experience to decide whether to obtain an enhanced DBS certificate for volunteers not engaging in regulated activity.

29.3 Where volunteers are recruited by another organisation to work in a school the school should obtain written assurance from that organisation that the person has been properly vetted.

30. Medical clearance

30.1 All new employees need to obtain medical clearance before their employment is confirmed. The questionnaire should be sent to the selected candidate with the offer of employment. The contents of the questionnaire are confidential and Occupational Health will only discuss its contents with the manager if the information is relevant to the safe and effective performance of the job or the post-holder's wellbeing.

30.2 If Occupational Health advises that the candidate requires adjustments as a result of a disability, they will contact the school directly.

31. Induction

31.1 In addition to the statutory induction period for Early Career Teachers, comprehensive induction is the key to ensuring that any new employee or newly promoted employee integrates well into the working environment and/or performs to the best of her/his ability in the shortest possible time. This can be achieved by timely planning and good organisation.

31.2 An induction programme for all staff and volunteers newly appointed in a school, including teaching staff, regardless of previous experience should be applied.

31.3 The purpose of induction is to:

- provide training and information about the school's policies and procedures;

- 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.

31.4 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;
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

31.5 The programme should also include attendance at or completion of child protection training appropriate to the person's role. Safeguarding children should be a prominent feature in all cases.

The new member of staff should sign that they have read and understood the Trust's code of conduct and all other key employment policies, such as behaviour management procedures, internet user policy, and social media policy etc at the beginning of the induction. It is advisable that the headteacher or manager meet and discuss with the new staff member the aim of the code of conduct and how it is applied in the school before signing.

31.6 Safe practice standards and codes of conduct expected by the employer will be re-emphasised throughout the process.

31.7 Overall, the induction process supports new employees by exploring the issues of child protection so that they do not place themselves at risk.

31.8 It will confirm that the individual fully understands what the school expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

32. Personnel file checklist

32.1 A personnel file checklist should be completed for all employees on their commencement of employment and placed on the front page of their personnel file. A template of the checklist can be found in Appendix 12.

APPENDIX 1

Policy statement relating to Equal Opportunities

1. Introduction

The Trust is committed to promoting equality of opportunity and takes positive steps to make its workplace a fair environment and to ensure it meets legal requirements in accordance with the Equality Act 2010. The nine protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

2. The purpose of this policy

To encourage the development of a diverse workforce which reflects the community it serves and its diversity profile; where employees understand and promote equality and where equality is part of our culture.

This policy applies to all employees.

The Trust recognises the unique contribution each employee can make and will promote a climate of respect for all, requiring colleagues to treat each other with fairness, dignity and respect.

The Trust will oppose any form of discrimination against job applicants or employees on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, marriage or civil partnership status, trade union activity or responsibility for dependents.

The Trust will ensure all employment policies and practices, including recruitment and selection, learning and development, promotion and pay are non-discriminatory, in line with relevant employment legislation and best practice.

3. The principles of this policy

The Chief Executive is responsible for ensuring compliance with the policy and will ensure employment decisions are based on job related, objective criteria, particularly when:

- recruiting employees;
- making decisions about work-related opportunities, promotion and pay issues;
- managing employee performance through appraisals;
- allocating training opportunities to employees;
- managing pregnant employees and employees with dependent care responsibilities;
- managing change, including reorganisations and restructures;
- managing requests for flexible working and paid or unpaid leave;
- managing attendance and/or absence issues.

Employees are responsible for ensuring compliance with this policy and must not:

- unfairly discriminate against other colleagues, or job applicants;
- encourage colleagues to treat others unfairly or to practice discrimination;
- victimise people who have made allegations or complaints of discrimination or who have been witnesses in cases of discrimination

Employees have the right not to be victimised or treated less favourably because they have made a complaint about discrimination during either present or previous employment, or have assisted someone else's complaint by giving evidence.

An employee who feels that they have been subject to unfair discrimination can raise the issue informally with his/her manager, or formally under the school's Harassment and Bullying Procedure.

Employees who are alleged to have committed an act of unfair discrimination may be liable to disciplinary action in accordance with the school's Disciplinary Procedure.

Employees who commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, may also be liable to a claim being brought against them by the victim in the Civil Court.

4. Supporting disabled employees

Definitions

The Equality Act 2010 has made it easier for a person to show that they are disabled and thus protected from disability discrimination. Under the Act, a person is considered to be a disabled person if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

A disability can arise from a wide range of impairments that can be:

- sensory impairments, such as those affecting sight or hearing;

- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalomyelitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;

- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);

- organ system specific, including respiratory conditions, such as asthma, and cardiovascular diseases such as Angina and gastro intestinal conditions such as Crohn's disease;

- diabetes;

- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;

- learning difficulties;

- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as some personality disorders and self-harming behaviour;

- produced by injury to the body or brain.

The following people are deemed to meet the definition of disability, without having to show that they have an impairment that has (or is likely to have) a substantial, adverse, long-term effect on their ability to carry out normal day-to-day activities:

- a person who has cancer, HIV infection or multiple sclerosis;

- a person who is certified as blind or partially sighted by a consultant Ophthalmologist, or is registered as such with a local authority.

5. Reasonable adjustments

Employees are encouraged to advise managers and colleagues of their disability to both raise awareness in their workplace and to ensure positive support. However, the Trust is also aware that the employee has a right to privacy.

Disabled employees are responsible for informing the school (usually via their manager) that they have a disability as defined by the Equality Act 2010, so as to trigger any appropriate processes for the assessment of need and any reasonable adjustment.

6. Managers' responsibilities

To ensure managers create a culture that promotes equality of opportunity they should ensure that they:

- promote good practice by ensuring the use of discrimination-free language
- discourage the use of stereotypical views and promote a realistic and positive image of disability and;
- complete a Personal Emergency Exit Procedure (PEEP) as appropriate for disabled employees and review annually.

Process for adjustments requested by employees

These may be made in liaison with Occupational Health or where the adjustments are deemed to be more extensive and relate to working arrangements, a flexible working request should be submitted in line with the schools Flexible Working Policy.

Appendix 2

Safer recruitment checklist

This checklist should be used in conjunction with the Safer Recruitment and Selection Policy.

Preliminaries	
Confirm that the vacancy needs filling.	
Check to ensure the job description is accurate.	
Check to ensure the person specification is accurate.	
Assemble the panel members ensuring that one has been safer recruitment trained (if applicable)	
Advertise. Ensure the advert includes the safeguarding statement, whether it is exempt from the Rehabilitation of Offenders Act and states that CVs will only be accepted alongside a fully completed application form.	
Ensure all safer recruitment supporting documents that accompany the advert are up-to-date and contain all the relevant documentation as per the guidance in the Safer Recruitment and Selection Policy.	

Before the interview	
Scrutinise all applications to ensure that they are completed in full and address any gaps or discrepancies.	
Record candidates' details for equality monitoring purposes and to ensure compliance with the Equality Act (2010).	
Shortlist candidates involving the panel.	
Request two references in writing using the pro forma. References must be from the current or most recent employer. However, if the applicant is not currently working with children but has done so in the past, an additional reference should be obtained from the employer by whom the person was most recently employed in work with children.	
Send out an invitation to interview and a criminal record self-disclosure form.	
On receipt of references, follow up written references by phone to ensure veracity of the author and to explore any of the content that is omitted/unclear/ambiguous (a note of the conversation must be kept). **Remember, no response from a referee equals no reference.**	
Scrutinise the information given against the application form and note down any discrepancies ready to clarify at the interview.	
Online pre-employment screening	
The panel meets to devise standard questions for all candidates, weightings on questions and devise any tests or practical exercises. Include questions which explore suitability to work with children based on past experience and on the information provided in the application and references.	

At interview	
Inspect, photocopy, sign and date the evidence provided by applicants that they have provided to support their identity and eligibility to work in the UK checks. Satisfy yourself that the preferred candidate has the requisite permission to be in the UK, and to undertake the work in question, if in doubt, or it appears that the candidate does not have the appropriate eligibility to work in the UK then contact the Luton HR Traded Services for advice.	
Inspect and photocopy original qualifications relevant to the post.	

Apply tests/practical exercises which measure ability under the person specification, particularly in relation to working with children.	
Evaluate the candidate's ability to support the school's agenda for safeguarding and promoting the welfare of children.	
Ask all agreed questions carefully noting and scoring the answers.	
Ask any candidate with a gap in their employment to fully explain the gap.	
Ask candidates to confirm whether the information provided on their criminal convictions self-disclosure form is still accurate. If candidates have provided information about a conviction(s) that is not 'protected' then it will be necessary to discuss the disclosure with the candidate.	
Ask the candidate to explain any concerns over discrepancies arising from information provided by the candidate or on a reference.	
If, for whatever reason, references were not obtained before the interview, the candidate should be asked if there is anything s/he wishes to declare/discuss in light of the questions on the reference.	
Post interview	
Scrutinise all the recruitment information provided thus far and ensure that it is complete before deciding who to offer the post to.	
Offer the preferred candidate the position conditionally subject to satisfactory checks.	
Carry out a DBS / Barred list Check on the preferred candidate.	
Send out the follow up reference request, requesting sickness absence information.	
If, for whatever reason, references were not obtained before the interview, obtain and scrutinise the references.	
Check the veracity of the preferred candidate's qualifications by telephoning the Awarding Body (if necessary).	
Ensure the preferred candidate has submitted the medical questionnaire to Occupational Health for analysis.	
Monitor medical and disclosure clearances.	
Ensure all checks are confirmed in writing.	
Arrange for the storage of interview notes and photocopied documents	
Prepare the induction of the new employee, to include Code of Conduct (must be signed for) and relationships/boundaries with young people.	
Handle feedback requests from any unsuccessful candidates.	
Only after all checks have proved satisfactory	
Complete the necessary paperwork for the Schools HR and Payroll Team to arrange for the contract of employment to be sent out and for pay and pension purposes.	
Enter the successful candidate's details on the school's personnel database, including equalities data.	
Advise relevant school-based personnel of the successful candidate's details and start date.	
Ensure the completed copy of this checklist and all the relevant documents are carefully filed.	

Post Appointment Induction	
● Commence an induction programme for all newly appointed staff and volunteers regardless of previous experience.	

● With regards to safeguarding and promoting the welfare of children, 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; how and with whom any concerns about those issues should be raised; and, other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing. ● The programme should also include attendance at child protection training appropriate to the person's role.	

Monitoring	
Review the recruitment and selection event and identify strengths and weaknesses.	
Address the areas that could be improved.	
Build on areas that are strong.	
Share good practice with other schools if appropriate.	

Signed: ……

Print name: ……..

School: …….

Date: ……..……..

Appendix 3

Safer recruitment and selection policy statement

The following statements should be used in all recruitment and selection literature to attract suitable applicants as well as deter unsuitable ones.

'The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Scheme'.

'CVs will only be accepted alongside a completed application form. A CV on its own will not provide adequate information and does not replace the need for candidates to explain how they meet the essential criteria in full. **Please contact……..if you need assistance'.**

'Experience of working in a school environment is essential for this post'. (as appropriate).

'Experience of working in a school environment is desirable for this post'. (as appropriate).

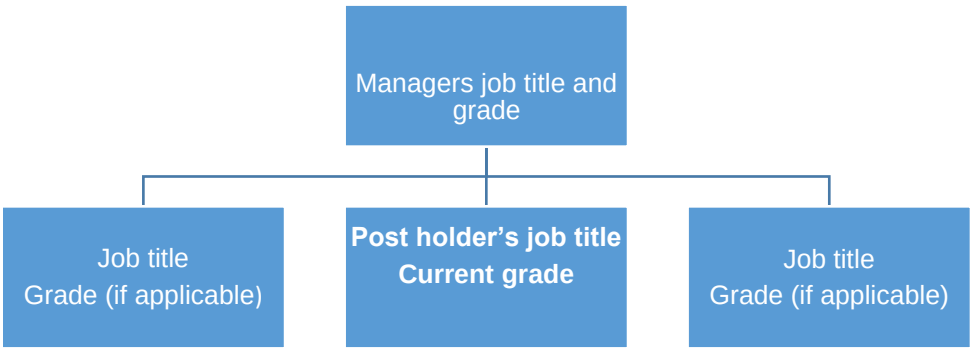
Appendix 4

JOB DESCRIPTION

Title:	
School:	
Responsible to:	
Grade:	

Purpose of post:

Organisation chart:



Principal responsibilities:

1.		%
2.		%
3.		%
4.		%
5.		%
6.		%
7.		%

Dimensions

Supervisory Management:
Financial Resources:
Physical Resources:
Other:

Physical Effort:
Working Environment:

Context:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act and therefore applicants are required to declare all unspent cautions and convictions; and also, any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Person Specification – JOB TITLE

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected
Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the **essential** and **desirable criteria.**

Attributes	Essential	How measured	Desirable	How measured
Experience				
Skills/Abilities	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
Competencies	Able to demonstrate: appropriate motivation to work with young people ability to form appropriate relationships with young people emotional resilience in working with challenging behaviours appropriate attitudes to use of authority and maintaining discipline.			
Equality Issues				
Specialist Knowledge				
Education and Training				

Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the schools' policies are reflected in all aspects of his/her work, in particular those relating to:
(i) Equal Opportunities
(ii) Health and Safety
(iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Appendix 5

Scrutinising Record Template

This form will help enable schools ensure that all areas of recruitment and selection are thoroughly scrutinised. The form should be completed by the appropriate person(s). In all cases, the recruitment panel should receive this form before interview if the candidate is short listed.

Candidates Name……..

Role Applied For…….

Application form

Anomalies, gaps or concerns	Date investigated	Result of follow up
Dates		
Employment history		
Qualifications		
Referees given		
Repeated changes		
Career progression		
Mid-career move (e.g. perm to supply)		
Other		

Did the application form have to be returned to the applicant for completion?

Yes / No

Date form returned to applicant:

Date applicant returned form:

Has the application form been signed?

Yes/No (ensure signed at interview if shortlisted)

Does the applicant meet the criteria in the person specification?

Yes / No

Is the applicant short listed for interview?

Yes / No

References

NB: One reference must be from the shortlisted applicant's current or last employer where they last worked with children.

	Reference 1	Reference 2
Referees Name		
Relationship to applicant		
Date reference requested		
Date referenced chased (if applicable)		
Date reference received		
Reference completed in full?	Yes / No	Yes / No
Date referee contacted for further information/clarification (if applicable) NB: The referee must confirm this in writing		

Date reference scrutinised against application form ……..

Anomalies, gaps or concerns identified? NB: These must be addressed at interview.

.....

.....

.....

The Interview

Self-declaration form submitted and discussed? .....

Document to prove eligibility to work in the UK provided…….

Qualifications provided……..

Do they match the qualifications listed on the application form? Yes / No

Identity check provided (document containing photo) ……..

NB: Verify, copy, sign and date these documents.

List of anomalies, gaps or concerns	Candidate's response

NB: The interview grid must also be completed.

At the end of the interview, inform the candidate of the next steps and that if they are successful, their post will be subject to a satisfactory medical clearance, DBS check, qualifications verification and any outstanding checks**.**

Appendix 6

Shortlisting applicants and completion of form

The following steps should be taken to complete the shortlisting form:

1. Using the Person Specification, write all of the essential criteria (marked 'E') in the column headings on the shortlisting form. Draw further lines if more columns are needed. Desirable criteria should not be used at this stage for shortlisting.

2. Using the application form, allocate one of the following scores for each criteria:

0 = Does not meet requirements/No evidence.
1 = Some evidence but insufficient to assess fully.
2 = Appears to meet requirements.
3 = Definitely meets requirements.

For applicants who score '0' against one of the essential criteria, there is no need to score the remaining criteria as all essential criteria must be met to effectively carry out the job.

Some criteria are not always easy to assess from the application form e.g. 'must be a flexible worker', 'numerate' or willing to work unsociable hours'. If this is the case and the candidate has not given any examples, give them a score of '1'. If examples are given, score the candidate as normal.

3. Total each applicant's scores. The highest scoring applicants should be invited to interview although consideration should be given as to whether the applicants have scored 'high enough' to warrant an interview. There should be a clear break in scores between those you shortlisted for interview and those not invited. If you have candidates with similar scores, select and score one desirable criteria and add this to the total score. On average, a maximum of six applicants should be invited to each day of interviews. Tick the 'Shortlisted' column for those invited.

4. Notify all applicants by letter of the shortlisting outcome. Undertake the interviews. Keep any copies of this form and your notes in a locked cabinet for one year.

SHORTLISTING PROFORMA

For completion by the recruiting manager

Post ……..

Date of Shortlisting ……..

Names of Shortlisters ……

Please indicate below using the necessary letters which selection criteria taken from the job description and personnel specification each candidate has/has not met. The candidates who meet the most selection criteria will be shortlisted. All panel members should sign to show they agree with the decisions indicated.

0 = Does not meet requirements/No evidence.
1 = Some evidence but insufficient to assess fully.
2 = Appears to meet requirements.
3 = Definitely meets requirements.

	Candidate names or number Short-listed?	**Short-listed? Y/N**
Essential Criteria (write the actual criteria here from the job description & personnel specification)		
Desirable Criteria		

NOTES

Signature of panel members:-

Appendix 7

Guidance for carrying out an online search for shortlisted candidates

The statutory guidance, Keeping Children Safe in Education, introduced a new paragraph relating to pre-employment screening. It states:

"In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview".

The following guidance sets out the factors and actions schools should consider in undertaking such searches.

1. Key considerations:

- 'should' in statutory guidance, as used in the above quoted paragraph, means that you should do it unless you have a good reason not to; if you have a good reason not to, it is wise to have a written rationale for this
- 'should consider' is not the same as 'should undertake' – in other words, you could consider doing online checks and decide they are not appropriate. However, it is difficult to think of many (if any) circumstances in which you might decide not to undertake the checks
- 'online search' is not the same as a search of candidates' social media activity
- schools must only seek information which is publicly available online
- schools should only look for information related to the key purpose of the search i.e. to identify issues which may indicate that the person may be unsuitable to work with children (or to verify employment history in the case of business social media sites)

2. Who does the check apply to:

- Shortlisted candidates, including employees, governors and trustees

3. Recorded information

Information recorded from an online search may be subject to data protection legislation and would need to be disclosed under a Subject Access Request. It is therefore essential that the information recorded is fair, factual and does not introduce personal bias or opinion.

4. The process

a. <u>Ensure you are transparent with applicants</u>

The Safer Recruitment and Selection Policy, Applicant Privacy Notice, application form and template letter have been updated to ensure that applicants are aware that on-line searches will be carried out.

b. Separate functions to avoid discrimination

Best practice is to ask an appropriate and competent person who is not part of the selection panel to undertake the online searches in order to avoid the selection panel seeing irrelevant information which might influence them consciously or unconsciously.

A potential risk in undertaking online searches is discrimination. A recruiter who views an individual's online presence may see or assume information about their age, gender, race, religious or political views, sexual orientation or family circumstances, which are all irrelevant to the selection process. This may lead to unconscious bias i.e. making a judgement about the applicant, even unintentionally. This could risk an unsuccessful applicant claiming the decision amounted to discrimination – suggesting that the real reason they did not get the role is because they are from a particular ethnic group, age group etc.

The individual conducting the online search should be provided with a clear and focussed remit so that they are only identifying issues related to the stated purpose of the search (see Appendix 7A).

As the employer, the school will remain responsible for how the information received via the search is used and liable for any decisions made on the basis of the information. If you decide to use a third-party provider you must make this clear in your Applicant Privacy Notice.

c. Conducting the on-line search

Only information which is publicly available should be viewed. A simple search engine search is sufficient to identify any information which is readily available. All reasonable efforts should be made to ensure that the correct individual is identified. Schools should not ask the applicant or others who may know them for access to, or information about, their private online presence or accounts. We do not recommend asking applicants to provide their social media account addresses or details.

Candidates should not be treated differently in relation to whether or not they have any public online presence.

d. Explore any concerns arising with the applicant

Where areas of concern arise, the panel should discuss these with the applicant at interview, providing the opportunity for them to offer context and explanation. This also provides a double check that the information found does relate to the individual concerned.

If information has been discovered, this should be compared with the candidate's application form, employment history and criminal / suitability self-disclosure and then discussed with the applicant at interview – the questions asked and responses provided by the applicant should be recorded on the interview notes.

Criminal information found via a search engine is still covered by the filtering rules – if the conviction / caution would be filtered, it should not be discussed with the candidate and cannot be taken into account. To check what convictions/cautions apply please refer to DBS filtering guide.

If the information relates to a serious incident or demonstrates that the candidate has been dishonest in their application / self-disclosure, seek advice from the LADO and HR Team before discussing with the candidate at interview.

The panel will need to make a judgement on the basis of what they have seen and heard – similarly to how they would assess a positive DBS e.g. considering relevance, seriousness, timeline (i.e. recent matters or historic), explanation - ultimately whether they genuinely believe the matters indicate unsuitability to work with children. The panel should document their decisions.

e. Destroy information

Once the employment decision has been made, any documents (e.g. screen shots) gathered as part of the on-line search should be destroyed. Only the decision should be recorded as part of the interview notes and the information should not be recorded on the school's Single Central Record.

Appendix 7A

STRICTLY CONFIDENTIAL

Scope for online searches on shortlisted candidates

Candidate Name	
Post applied for	
Search conducted by	
Is this person independent to the shortlisting panel?	YES / NO
Date of search	

DO NOT RECORD ANY INFORMATION RELATED TO INDIVIDUAL CHARACTERISTICS SUCH AS AGE, RACE, RELIGION, POLITICAL VIEWS, OR FAMILY CIRCUMSTANCES.

Which search engine(s) was used to carry out the search e.g. Google	
Are there hits from a search on the employee's name?	YES / NO
From the information available from the search is there any information which raises potential concerns about their suitability to work with children, for example: ● evidence of inappropriate or offensive behaviour (e.g. discrimination, derogatory language) ● drug or alcohol misuse ● indecent or offensive images/videos ● other similar matters Provide details, evidence and timescale if possible (e.g. recent or historic).	
What is the source of this information?	

(e.g. news article, document, website, social media etc.)	
What checks have you done to verify that your search has identified the applicant correctly (e.g. full name match, current employer match, DOB match)? (Indicate if there is uncertainty)	
If information is available – does their work history match the information the applicant provided? Detail any discrepancies or concerns	

This information is to be passed only to the selection panel after shortlisting.

Appendix 8

Completion of interview form

1. Write *all* of the essential criteria (marked 'E') in the column headings on the interview form and any desirable criteria you will be testing at interview. Draw further lines if more columns are needed.
2. Write the name of the shortlisted applicant at the top of the form.
3. Before interviewing, weight any essential criteria which is particularly crucial to the job. For example, the score for 'able to communicate at all levels' could be multiplied by two. This weighting should be agreed by all panel members and will help the strongest candidate stand out on the most important criteria.
4. During the interview, use 'behavioural/competency based' interview questions to assess the applicant, e.g. 'Give me an example where you have dealt with a difficult person'. After the interview, award a score for each criteria using the guide below:

   1 = Poor
   2 = Fair
   3 = Average
   4 = Good
   5 = Excellent

   Standards should be set to define what the panel interprets as poor, average, excellent etc. Remember, 'average' is satisfactory and implies that the applicant can do the job.

   Keep factual notes of the applicant's responses to help you discuss your score with the panel and decide on a final panel score. Be sure to score against your agreed standards (1-5) and not to compare applicants against each other.

3. Total the applicant's scores for the essential criteria only to determine the successful applicant. Although the highest scoring applicant would normally be appointed, consideration should be given as to whether they have actually scored 'high enough' to be able to do the job. If they have consistently scored below '3' then you have scored them as not satisfactory and consequently they should not be offered the post.
4. If the two highest scoring applicants have the same score, add the desirable criteria to the score to decide.
5. Confirm whether the applicant was successful or not by ticking the option below. If no one was appointed, note this clearly on the interview form and the reason why.
6. Copy the interview form and keep the copy with the unsuccessful application forms in a locked cabinet for one year.

Interview Assessment Form

Name of candidate:
Position applied for:
Interviewed by:
Date:

Prior to interview transfer selection criteria from the job description and person specification into the below assessment table.

Use additional rows as necessary using the same format.

Selection Criteria	Fact/Evidence					Comments
	A	B	C	D	E	
Qualifications						
Relevant experience						
Skills/Knowledge/Aptitude						
Motivation						
Other						

Interview Scoring:

1 = Poor
2 = Fair
3 = Average
4 = Good
5 = Excellent

Members of the interviewing panel should use the below table to record the agreed interview questions and the candidate's responses. This will ensure that the interviewing panel will have enough evidence to select the right candidate for the role.

Interview questions to be asked to all candidates	Candidate Response

Once the interview has taken place members of the interviewing panel should individually complete the candidate assessment table above by matching each candidate's application form and interview performance against the requirements of the job description and personnel specification. The panel should then collectively decide upon the successful candidate. The candidate who best meets the requirements should be appointed.

Recommend for post ☐
Unsuccessful for post ☐
Other (specify):

SUMMARY

(NB: Include where applicable the reasons for unsuccessful candidate)

Selection panel:

Signed:

Date:

Appendix 9

Policy of Recruitment of Ex-Offenders

Introduction

The Trust is committed to equality of opportunity for all job applicants and aims to select people for employment on the basis of their skills, abilities, experience, knowledge and, where appropriate, qualifications and training. The Trust recognises the contribution that ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not in itself, prevent a person from being appointed to a particular post.

Because of the nature of work, it will be necessary for an enhanced DBS check to be undertaken. All roles within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also, any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

For further information on criminal record self-declaration for roles that are eligible for standard or enhanced DBS checks please refer to Nacro guidance and the MoJ website.

All cases will be examined on an individual basis and will take the following into consideration:

- whether the caution or conviction is relevant to the position applied for
- the seriousness of any offence revealed
- the age of the applicant at the time of the offence(s)
- the length of time since the offence(s) occurred
- whether the applicant has a pattern of offending behaviour
- the circumstances surrounding the offence(s), and the explanation(s) offered by the person concerned
- whether the applicant's circumstances have changed since the offending behaviour.

If an applicant has any of the following: unspent caution or convictions, adult cautions (simple or conditional), spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020), and if the nature of the offence is relevant to the job for which they have applied, the Trust will review the individual circumstances of the case considering the factors listed above and may, at its discretion, decline to select the individual for employment.

If an employee is convicted during the course of their employment, it will be the responsibility of the employee to notify their Headteacher or CEO. If the nature of the offence is relevant to their job, the Trust will review the individual circumstances of the case and may terminate their employment through the

appropriate disciplinary procedure. The individual may be suspended whilst the review is carried out. Please refer to the Trust's Disciplinary Procedure, and seek HR advice.

Appendix 10

Positive DBS guidance

When a disclosure report reveals information, the school's recruitment team (where a school purchases this service) will confidentially discuss this with the recruiting manager / headteacher.

In all cases, a meeting must be held between the headteacher/ recruiting manager and the candidate, and the positive risk assessment completed.

Page 1: A note of the discussion must be completed, by the headteacher/ recruiting manager, during the meeting. **NB this is the only information we can keep on file, so please note the information contained on the certificate.**

Suggested questions:

- Do you dispute the accuracy of the information disclosed? *If yes, they need to be advised to contact DBS*
- Can you tell me about your offence(s)?
- How did you feel about them at the time?
- How do you feel about them now?
- How can I be sure that you are no longer a risk?
- How is your life different now?

Both the candidate and the headteacher/recruiting manager must sign the declaration.

Page 2: Headteacher/ recruiting manager to complete page two after the meeting.

Points to Consider:

Relevance
Whether the conviction or other matter revealed is relevant to the position for which they are being considered

Seriousness
The seriousness of any offence or other matter revealed

Age of offences
The length of time since the offence or other matter.

Pattern of offending
Whether the applicant has a pattern of offending behaviour or other relevant matters

Changed circumstances
Whether the candidate's circumstance have changed since the offending behaviour, the circumstances surrounding the offence and the explanation(s) offered by applicant

The headteacher/ recruiting manager must decide on whether to clear the DBS based on the meeting, risk assessment, and the outcome recorded.

If the decision is not to clear the DBS, please speak to the HR team before any further action is taken.

Authorisation of the outcome decision must be signed by the headteacher. A copy of this assessment must be stored securely on the candidates HR file.

Appendix 11

Disclosure Discussion Meeting Record

NAME OF APPLICANT:		**DATE OF DISCUSSION:**	
ROLE APPLIED FOR:		**NAMES OF THOSE PRESENT:**	

	NOTES ON APPLICANT'S RESPONSE	**ACTIONS / FOLLOW-UP REQUIRED**
STANDARD QUESTIONS		
Would you please explain the details of your conviction(s) for [X]? We'd like to know: • What happened • Who was involved • Why it happened • How old you were at the time of the offence Note: Be aware that minor, spontaneous misdemeanors aren't always explicable. Just because someone can't explain why something happened doesn't mean you shouldn't consider them.		
Were there any circumstances around your offence(s) that you would like to share? Note: If the applicant needs further clarification, you might wish to suggest they mention issues they may have struggled with at the time of the event(s), such as: • Bereavement • Depression or mental health needs • Alcohol or drug dependency issues • Financial difficulties		

• Personal traumas		
Have the circumstances around the offence(s) changed? If so, how?		
OPTIONAL QUESTIONS • Ask these questions if the types of sentences indicated on the DBS certificate suggest that asking about rehabilitation, support or probation may be relevant • This is most likely to apply where convictions resulted in a sentence **other than** a fine or caution Note that even if the applicant was once supported by a probation officer (or similar), they may not be able to contact them now, or the officer may not be willing to work with employers. This is likely to be the case if an applicant received a conditional discharge or reprimand, or their sentence has ended		
Have you taken part in any relevant rehabilitation or support programmes? What other positive steps have you taken to address your history of offending, or your motivations behind offending		
Is there anyone supporting you in dealing with your convictions and/or trying to find work? Would you be happy for us to contact them?		

Note: It's unlikely that someone who's currently serving a sentence or out on licence (and who would have access to a probation officer as a result) would apply for a role in a school.		

Appendix 12

RECRUITMENT CHECKLIST

NAME……. **SCR / IMP / PR**

JOB TITLE…… **SIMS / LBC / CS**

START DATE……...

Task to be completed	Date requested	Date received or approved	HR Initials / Signature
Application Form, job description and interview paperwork printed for file			
Online search completed before the interview			
Criminal Convictions Declaration & Invite to Interview Checklist printed from MyNewTerm			
Conditional offer letter sent along with new starter / bank details forms and health declaration form to applicant			
Reference 1 (if not obtained & scrutinised previously) - signed by Headteacher			
Reference 2 (if not obtained & scrutinised previously) - signed by Headteacher			
Appropriate Identity Check – 2 documents received with photo ID			
Proof of eligibility to live and work in the UK received			
Enhanced Disclosure and Barring Service (DBS) certificate requested and cleared – including barred list check *Update Central File with details*			
Childcare Disqualification Declaration check (where applicable)			
Health – the candidate deemed medically fit and MEDICAL QUESTIONNAIRE received from LBC OH Team			
Prohibition Check completed for Teaching Staff via Employer Access Online (www.education.gov.uk/employeraccess) - printed for file Check status re: Prohibition order and qualified teacher *Update central file with details*			
QTS Certificate received – (Teaching staff only) the teacher has obtained QTS or is exempt from the requirement to hold QTS			
Qualifications (if not verified on the day of interview)			
Section 128 check completed (if applicable)			
Teacher claimed on the DfE Portal (www.education.gov.uk/employeraccess)			

New Starter paperwork and bank details form fully completed and sent through to payroll at LBC			
Add contract details & emergency information detail onto SIMS for all new starters (not casuals) *Update current staff spreadsheet*			
Work Permit / Certificate of Sponsorship (if applicable)			
Letter of Good Conduct received (overseas employees only)			
Letter of Professional Standing received (overseas Teachers only)			
Printer access & ID badge actioned			
Ticket raised with Partnership Education for IT access			
Google Two-factor information sent to new starter			
Set up access to Policyviewer, smart log & CPOMS			
Update IMP & Payroll Reconciliation Spreadsheet with contract information			
Send induction paperwork to line manager before first day & let reception know when arriving			
Single Central Record updated on first day			
Probation - Support staff only			
Recruitment Checklist completed and added to Personnel File			
Contract of Employment received and signed by Employee in placed in file			