



Recruitment Policy

Date of last review: March 2022



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Introduction

All our school advertising and recruitment materials for posts that involve working with young people in our school will include a clear statement about the school's commitment to safeguarding. This is intended to make would-be applicants aware of these expectations and of the related vetting requirements, as well as using it as a deterrent to those with any wrongful motivation for working with young people.

The statement we use is:

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced check from the Disclosure and Barring Service (DBS) and appropriate references. Successful candidates are also expected to subscribe to the DBS Update Service.

We acknowledge that it is unlawful to discriminate during the recruitment and selection process on the grounds of gender, marital status, age, colour, race, nationality, ethnic or national origins, disability, sexual orientation, religion or belief. Employees involved in the recruitment and selection process must be aware of the legislation aimed at preventing discrimination against job applicants and potential employees, and ensure that employees are selected solely on the basis of merit.

All employees will be given equal opportunity and, where appropriate, special training, to progress within the organisation.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The School Staffing (England) Regulations 2009
- Rehabilitation of Offenders Act 1974
- Education and Skills Act 2008
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- Education Act 2002
- Equality Act 2010

This policy has due regard to Department for Education guidance including, but not limited to, the following:

- DfE 'Keeping children safe in education'
- DfE 'Staffing and employment advice for schools'
- DfE 'Governance handbook'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Records Management Policy
- Data Protection Policy
- Flexible Working Policy



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Roles and responsibilities

The governing board is responsible for:

- Agreeing and monitoring effective policies to ensure recruitment at the school is in accordance with the legislation outlined above.
- Ensuring that staff recruitment is as safe as possible, as well as fair and compliant with the relevant legislation.
- Ensuring appropriate checks have been carried out on staff, volunteers, contractors and agency workers working within the school.
- Appointing an appropriate recruitment panel.
- Ensuring that at least one member of the recruitment panel has undergone safer recruitment training.
- Ensuring that all members of the recruitment panel understand their role, i.e. advisory or decision making.
- Monitoring the advertising of vacancies, assessing how they are being advertised and whether the adverts are maximising all of the opportunities to attract the appropriate candidates.
- Benchmarking the success of any advertising methods used, as well as the overall success of the recruitment process.
- Ensuring a member of the board is on the recruitment panel for a new headteacher.
- Ensuring that all members of the recruitment panel are familiar with their obligations with regards to safer recruitment, as set out in KCSIE.
- Monitoring the school's SCR to ensure that the necessary vetting checks for employees are carried out.
- Ensuring that equal opportunities are established and implemented throughout the recruitment process.
 - Ensuring that the salary of the successful candidate is determined.
 - Accommodating the needs of new employees and making reasonable adjustments when necessary.
 - Ensuring that the DPO reviews this policy and that any recruitment data that is kept is in accordance with the Records Management Policy.

The recruitment panel is responsible for:

- Creating the advert and ensuring it meets all the necessary requirements.
- Shortlisting the potential candidates with the aim of reducing the application field and identifying those with the potential to effectively undertake the role.
- Appropriately delegating responsibility for recruitment to the headteacher.
- Setting appropriate recruitment procedures, as per the scheme of delegation.
- Ensuring that the interview addresses leadership ability, team working skills, reasons for interest in joining the school, integrity, understanding of the school's ethos and vision, and why the candidate believes they would be a good fit for the school.
- Ensuring that the interview addresses safeguarding practices.
- Appointing an appointing officer who will be responsible for the entire management of the recruitment process.
- Agreeing with the successful candidate when other members of the school community will be informed about their appointment, including staff members and parents.

The headteacher is responsible for:

- Ensuring appropriate checks have been carried out on prospective staff, volunteers, contractors and agency workers working within the school.
- Ensuring that appropriate supervision of employees/volunteers is organised, and for promoting the safety and wellbeing of pupils generally and throughout the recruitment process.
- Leading the interview when the candidate is at a lower level than headteacher.



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During the recruitment process, and especially during the initial stages, the recruitment panel and the headteacher will be watchful of candidates displaying the following characteristics:

- No understanding or appreciation of children's needs
- Expressing that they want the role to meet their needs at the expense of children
- Using inappropriate language in relation to children
- Expressing extreme views or views that don't support safeguarding practices
- Displaying unclear boundaries with children
- Providing vague answers when asked about their experience and being unable to explain gaps in their employment

Equal opportunities

The school will not discriminate against any protected characteristics, such as disability or gender, and will always promote difference and inclusion throughout the school. The school will, where necessary, make reasonable adjustments to ensure the interview is accessible to all candidates. Candidates should inform the school of any reasonable adjustments that they need when they receive the invitation for an interview.

The governing board will review recruitment procedures annually to ensure they are accessible and do not directly or indirectly discriminate against candidates.

Candidates will not be asked about their health or any disabilities before a job offer is made, unless one of the following exemptions applies:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment;
- Positive action to recruit people with disabilities ;
- Equal opportunities monitoring (which will not form part of the decision-making process).

When a vacancy arises:

Before preparing to fill a post the Headteacher/Governing Body consider the following:

- Is the post still required or needed in its present form?
- Is the finance available within the school budget to fill the vacancy?
- Should the post be filled on a fixed-term, temporary or permanent basis?
- What flexible working arrangements can be offered?
- Is the post suitable for job-share?
- Does the job description and person specification need reviewing?
- Who will be involved in the recruitment process?
- Draw up a clear and realistic timetable for recruitment, taking account of advertising media;
- Decide how best to attract candidates.

The Headteacher/Governing Body should ensure that they are clear about the content of the job and the attributes the job holder needs to undertake it. The job description and person specification are therefore an essential part of the preparation for recruitment. The Headteacher/Governing Body should seek to ensure that accurate job descriptions and person specifications are available for all posts within school.



Preparing the Job Description and Person Specification

A job description is a clear written statement outlining the duties and responsibilities of a post. The job description describes the post, not the person doing it. It must include the main duties and responsibilities and should be written in precise, measurable and specific terms to ensure clarity and accuracy.

The national pay, duties and responsibilities for teaching staff (including Head, Deputy and Assistant Headteachers) are contained within the Pay Policy and the School Teachers' Pay and Conditions document.

The job description should state that consideration of candidate's suitability to work with children and young people will form part of the selection process, including the requirement for an enhanced DBS check and related guidance.

A suitable statement should also be included in the job description, as follows:

'To promote and safeguard the safety and welfare of children in accordance with the school's safeguarding policy and behaviour policy.'

Person Specification

The person specification should be drawn from a critical analysis of the job description. Its purpose is to identify the criteria that the selection panel will be using to make a selection. Any criteria identified must be capable of being tested, for example, from the application form, from a personal statement, at the interview, or as a result of a skills test etc.

The criteria identified should be classed as being either **essential** or **desirable**. The essential criteria should be the minimum requirements to perform the job adequately (the essential criteria must also include suitability to work with children and young people). Candidates who fail to meet any of the essential criteria should be eliminated at the shortlisting stage. For this reason it is important that the essential criteria is not overstated.

Recruitment and Selection

In particular, the selection panel should consider carefully the requirements set out in the person specification to ensure that these are not **directly** or **indirectly** discriminatory. The introduction of age discrimination regulations alongside those that already exist for race, gender, sexual orientation, religion or belief make it increasingly important that any **essential** or **desirable** criteria can be tested and objectively justified.

The emphasis should be on the attributes, skills and competencies required to carry out the job rather than reference to specific age requirements or number of years of experience (also avoid explicit or implicit assumptions which link competence with age (young or old), gender, race etc). For example, simply stating a requirement for (say) 10 years' experience could discriminate against a potentially capable younger applicant, while not actually addressing the underlying competency or qualitative requirements of the post. For example, for a Deputy Headteacher role is 10 years' experience of teaching one class better than 7 1/2 years of mixed experience across different key stages and/or schools.

Something like 'demonstrable experience and understanding of the whole Primary school curriculum' may be more meaningful, as well as non-discriminatory. Evidence of competency (which may well be derived from experience) is key, rather than how many years someone has performed a role.



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The desirable criteria may be used to distinguish between the candidates meeting the essential criteria. These should be attributes that are not required for the individual to perform the job but which would enable the candidate to make an additional contribution to the post.

Care should be taken in formulating the person specification, as it will be used to assess all candidates.

Establishing who will be involved in the shortlisting and selection decision is important to ensure the availability of panel members. The panel composition may change at selection stages. However, all selection decisions should be taken by at least two panel members to ensure consistency, it is recommended that panel members are involved throughout the selection process. As mentioned earlier it is also recommended that at least one of the panel members has had relevant recruitment and selection training (including NCSL online training), and that wherever possible the panel should reflect the diversity of the workforce.

For the appointment of a Head, Deputy and Assistant Headteachers, the full Governing Body will establish a selection panel. A representative of the Diocese may also be present to offer advice. The panel will consider this advice before making any decision.

Advertising a Post

There are many different forms of advertising. The purpose of the advertising method is to:

- attract a pool of suitably qualified applicants;
- present the school as a good potential employer;
- make clear the requirements of the post and;
- meet the legal requirements of good recruitment practice.

It is important that schools have a diverse workforce that reflects the local population with the optimum mix of skills and experience. Good recruitment and selection practice must be adopted to enable applicants to demonstrate their ability regardless of race or colour, ethnic or national origins, gender, age, disability, religion or belief, marital status and sexual orientation.

Unless filled through redeployment, all posts should be advertised in some way. If a post is not advertised, the school must have a justifiable reason for not doing so. The posts of Head and Deputy Headteachers must be advertised nationally in appropriate external publications(s) or websites circulating throughout England and Wales (e.g. the Department for Education's Teaching Vacancies [website](#)). Promoted posts which become available through restructuring without an addition to the establishment of the school should be advertised internally within the school. If a current member of staff is undertaking the role then 'slotting in' arrangements may be used.

A good advertisement should attract an optimum number of applicants from the target group, i.e. those people who have the qualities set out in the person specification. It should provide sufficient information for candidates to either de-select themselves or continue with their application. The content of the advertisement should be based on the job description and person specification, paying particular attention to the essential criteria.

The advertisement should include the job title, name and location of the school, a brief description of the post, salary/grade, whether the post is full or part-time (including term-time only/all year round), permanent, temporary or fixed term (including reason), how to apply, the closing date and interview date(s), if possible.

The Selection Panel will set a clear timetable for shortlisting and interviewing before the advertisement is placed, giving specific dates wherever possible. If, for some reason, the dates have to be rescheduled, all the candidates and panel members should be kept properly informed. The school ensures that no age limits appear in job



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advertisements, so no one is discouraged from applying because of their age. In advertising materials, the school uses language and pictures to appeal to a wide age group.

Providing information to applicants

It is important that applicants for posts receive as much information about the job and the school as is reasonably possible in order to both inform them and attract them to apply.

Applicant packs will be easily accessible. These will be available for download from the school website and from websites where the position is advertised. Paper copies can also be provided by the school when requested.

Typically, applicant packs for Parbold Douglas CE Academy will comprise of the following:

- Introduction;
- Vacancy details (including conditions of employment);
- Job description;
- Person specification;
- Statements on safeguarding and DBS guidance;
- Clear information about how to apply;
- Additional information regarding the school and/or the post, if appropriate.

Most vacancies also include an opportunity to visit the school for a tour with a senior leader, or an opportunity to arrange an informal conversation with a senior leader or governor.

Application process

From January 2022, applications for all teaching positions (including leadership roles and support staff roles) at Parbold Douglas CE Academy should be submitted online via the Department for Education's Teaching Vacancies website.

This online application form has been designed to help school's easily identify high quality candidates, and to ensure recruitment processes always follow the latest safeguarding requirements. This form includes an 'equal opportunities and recruitment monitoring' section, an opportunity to ask for support if a candidate has a disability (or other need), and a 'declarations' section (including a declaration about a candidate's right to work in the UK and a declaration about any relationships or relatives who work at the school).

All application forms must be returned by the published closing date (any late application forms will not be considered).

Selection methods

Selection decisions can be based on a range of selection tools. These will normally include the application form (including personal statement), interview and may also include work-based exercises or presentations.

Interviews are used for all vacancies. For most teaching vacancies, candidates will also be observed teaching by the selection panel (either at the candidate's current school, or at Parbold Douglas CE Academy).

Some areas cannot be measured easily by an interview alone and therefore the following additional selection methods could potentially be used to assess certain criteria on the person specification, depending on the requirements of the post:

- Presentations (e.g. 10 minutes on a prepared topic at start of interview);



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- Aptitude tests;
- Personality Questionnaires/Psychometric tests (for trained assessors only);
- Written submissions;
- Work samples (e.g. in-tray exercises, word processing tests or other practical tests based on simulation of real work);
- Role plays;
- Group discussions;
- Case studies;
- Skills tasks (e.g. observe teaching, typing test, numeracy test etc).

Personality/Psychometric or Aptitude tests this would normally involve **external consultants** with off-the-shelf assessment tests. For Headteacher appointments, a number of the above methods are often put together to obtain as much information about candidates skills and abilities as possible.

Selection methods are related directly to the **essential** criteria in the person specification.

The recruitment process is a two-way process in which the Selection Panel assess the candidate and the candidate can assess the school as a potential employer. Therefore, candidates are:

- Advised about the selection process and methods;
- Supported to understand how they will be assessed;
- Given the opportunity to ask questions;
- Given opportunity to find out about the job; and
- Be advised on how and when they will be informed of the selection outcome.

Shortlisting

Shortlisting begins after the closing date and is undertaken by a minimum of two members of the Selection Panel. **Shortlisted candidates are assessed against the agreed criteria from the person specification using information contained in the application.**

Those who fully meet the essential criteria are shortlisted and invited for interview. If, however, this produces a shortlist which is too long, the panel will move on to consider the desirable requirements. If it becomes very difficult to reduce the number of applicants to interview, the panel will keep going back to the person specification, making a progressively more rigorous assessment of the remaining applicant's abilities until the shortlist has been reduced to an appropriate number to interview (normally between 4 to 6 where there are sufficient candidates).

The school will sometimes create a reserve list, in case any shortlisted applicants drop out. No new criteria will be introduced at the shortlisting stage. Care is taken to ensure that selection is always done on an objective basis and that those involved can account for their shortlisting decisions.

All application forms are scrutinised by the panel to satisfy safeguarding obligations and to ensure:

- They are fully and properly completed;
- The information provided is consistent and does not contain any discrepancies;
- Any gaps in employment are identified;
- Repeated changes in employment are identified;
- Moves away from more senior positions are noted;
- Regular leaving dates for teachers are identified.



Incomplete applications are not accepted and will be rejected. If there are any anomalies or discrepancies or gaps in employment identified by the panel, these will be noted.

As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, will be explored and verified if an applicant is invited to the next stage of the process. This is good practice from a recruitment perspective but essential in ensuring the safeguarding of children and young people.

On completion of the shortlisting, the person chairing the panel will make sure all decisions have been recorded. This record will be stored confidentially for a period of 12 months, together with the original application forms and associated papers.

Inviting candidates to interview

If not already decided, interview dates (and, if relevant, lesson observation dates) will be arranged and all shortlisted candidates informed. Applicants are informed that they are selected for interview at least 5 working days before it is to take place. Consideration will be given to extending this period where the selection process includes other exercises, for example the preparation of presentation materials.

Letters inviting applicants to interview usually include the following information:

- The specific selection arrangements, including the name and position of the panel members involved;
- Date, time and location of the interview (and, if relevant, a lesson observation);
- Timetable/programme for the interview and selection process;
- Details of any pre-interview preparation or tasks required of candidates;
- Whether any selection tests will be included in the process (including information regarding the availability of equipment e.g. laptop, OHP, flip-chart);
- A contact name and telephone number;
- A request for details of any special requirements that will enable candidates to participate fully in the selection process e.g. signer for hearing-impaired applicants;
- **An essential requirement to bring documents for proof of identity and any relevant qualification certificates.**

The invite to interview letter will explain that the identity of the successful candidate will need to be checked. All candidates will be instructed to bring with them documentary evidence that will satisfy DBS requirements, should they be successful (i.e. a current photo driving licence/passport/full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and, where appropriate, change of name documentation). Candidates will also be asked to bring documents confirming any educational and professional qualifications (e.g. Qualified Teacher Status) that are necessary or relevant for the post. The original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body should be provided. If the successful candidate cannot produce original documents or certified copies, written confirmation of his/her relevant qualifications must be obtained from the awarding body. A copy of the documents used to verify the successful candidate's identity and qualifications will be kept for the personal file at the school.

References will be requested prior to interview for shortlisted candidates.



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Obtaining References

References are a useful part of the selection process. They are a means of checking the details of an applicant's employment history, obtaining evidence of the candidate's ability to meet the job requirements and can provide additional information about the candidate's work performance and suitability to work with children in his/her present or previous employment.

References must include details of the referee's relationship with the candidate. References are used to supplement the assessment gained from the application form, the interview and any selection tests, but will not be relied upon as a key selection factor in themselves.

References will always be sought and obtained directly from the referee for all shortlisted candidates (including internal). Parbold Douglas CE Academy will not rely on references provided by the candidate, or an open reference, i.e. "To Whom it May Concern".

The request for a reference will remind the referee that they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission.

The Interview Panel will be mindful of how references are to be used prior to and during the interview process to ensure that their decision is as fair and unbiased as possible.

In exceptional circumstances, it might not be possible to obtain references prior to the interview, either because there is a delay on the part of the referee, or because a candidate objects to his/her current employer being approached at that stage. In any case, where a reference has not been obtained on the preferred candidate before interview, the school must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

Any offer of appointment will be subject to satisfactory references and the normal pre-appointment checks.

On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily.

If any questions have not been answered or the reference is vague, unspecific or contains any anomalies, the referee will be telephoned and asked to provide written answers or verbal clarification, as appropriate. The information given should also be compared to the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided on the form by the applicant.

Any discrepancies in the information provided will subsequently be taken up with the applicant.

One of the referees must be the applicant's present or most recent Headteacher/Employer, if currently or previously employed. The second referee should normally be another previous employer (ideally where an applicant has worked with children and young people) or a University or College Tutor (if no previous employment or as an ECT) or a voluntary organisation. Family members, ex/current partners, or close friends are not acceptable referees.

A structured reference request form will always be used for employer references asking for specific job related information. Copies of the Job Description and Person Specification will be enclosed.

Referees will be asked to submit references via email. The school will occasionally check the validity of email addresses.



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Reference requests to the current or previous employer will also seek confirmation of the post held, salary and absence record, specific verifiable comments about performance history and conduct, any current disciplinary sanction and details of any concerns that relate to the welfare of children and young people.

Digital footprints

The school is committed to ensuring that safeguarding is a top priority; therefore, where appropriate, the school may check candidates' social media or other online activity prior to interview.

This process may include a search for the candidate via:

- Google
- Twitter
- Facebook
- LinkedIn

Any concerns will be addressed during the interview process.

The Interview

The interview forms the central role in staff selection.

It is a two-way process. It provides an opportunity to assess the candidate's suitability for the job and also allows candidates to formulate their assessment of the job and the school.

Selection panels will have a minimum of two interviewers, and in some cases, for leadership or senior posts, a larger panel will be more appropriate.

Planning the Interview

Prior to the interview, the panel will convene a meeting to plan the interview, to decide on roles and to agree questions. The panel will decide whether there are any aspects of individual application forms that require clarification or expansion. It will be necessary to explore specific areas with individual candidates to fully clarify their competence, experience and suitability to work with children. During the interview, the panel may deviate from the standard questions where further probing of an applicant's response is necessary or where questions specific to the applicant from the references or application is necessary.

At interview, time is allowed to check all panel members have a common understanding of how the day will progress, and their role within it. This is a final opportunity to ensure that the panel have agreed the questions and understand what answers are being looked for.

A candidate's response to a question about an issue will determine whether and how that is followed up. Further questions regarding their suitability to work with children and young people will also be asked.

The candidates will be asked at interview if there is anything he/she wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees (references are obtained and scrutinised before a person's appointment is confirmed and before he/she starts work). The candidate must also be informed that the post will require an enhanced DBS check (with a subscription to the DBS Update Service) and whether there is anything they wish to declare/discuss.



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The invite to interview letter requests documentation for identity, work entitlement and DBS purposes. In the letter, evidence of specific qualification requirements will also be requested.

Interview Checklist

The following interview checklist is available to selection panels at Parbold Douglas CE Academy and may be followed:

- Introduce the members of the panel, letting the candidate know what is going to happen and whether or not he/she will get a chance to ask questions and when;
- Explain how a test (if applicable), used prior to the interview fits into the selection process and thank them for doing it;
- (If you have asked for a presentation) After initial introductions, allowing them time to set up;
- Giving background information about the job and where it fits into the structure of the organisation;
- Begin with some introductory questions to get the candidate started;
- Ask standard and other prepared questions once you have got the interview flowing;
- Ensure that the candidate, on departure, knows how and when they will be informed of the outcome;
- In addition to assessing and evaluating the applicant's suitability for the particular post and his/her motivation to work with children and young people, the selection panel may also explore:
 - Frequent changes in employment;
 - Gaps in the candidates employment history;
 - Moves from senior posts;
 - Concerns or discrepancies arising from the information provided by the candidate and referee;
 - If the candidate wishes to declare anything in light of the requirement for an enhanced DBS check.

[Please note that gaps in employment may be due to childcare reasons, therefore such questions will be asked sensitively.] To assess the candidate's attitude towards children and young people to ensure that safeguarding would not become an issue for the applicant, the panel may also ask the candidate questions relating to:

- Their motivation to work with children and young people;
- Their past experience of work, social or voluntary activities with children and young people;
- Their relationships and boundaries, appropriate and inappropriate behaviour;
- Examples of dealing with relevant situations (e.g. upset child, bullying and disruptive behaviour).

Candidate 'Danger Signs' from a Safeguarding Perspective during the Selection Process:

- Not recognising differences in power/influence;
- Not recognising the vulnerability of some children;
- Dogmatic/overconfident;
- Romanticised view of children;
- Over dependency on children/lack of adult balance;
- Lack of awareness/understanding of safeguarding responsibilities.

Taking Notes and Complaints

The panel will take notes of how well a candidate has responded to each question and the person specification. These will be retained by the school for at least 12 months. This information will be held confidentially.

Any complaints relating to the school's recruitment and selection procedure from external candidates should be addressed through the school's Complaints Procedure and will be handled promptly. Complaints from internal



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candidates should be addressed through the school's Grievance Procedure. All unsuccessful shortlisted applicants, both internal and external, will receive information on why their interview was unsuccessful. Applicants not shortlisted may seek feedback on their application by contacting the school – verbal feedback will be provided.

Offers of employment

Following the interview, a conditional offer will be made to the successful candidate at a salary in accordance with the school's Pay Policy and starting salary advice.

All offers of appointment, including verbal offers, will be subject to the necessary pre-appointment checks, including satisfactory references (if not already received), medical clearance for external applicants and other checks where appropriate (e.g. enhanced DBS and List 99 checks and checks for Professional Qualifications). A teacher may be required to provide a copy of his/her current salary assessment, if applicable. **Letters will make it clear that the offer is conditional to these checks.**

Pre appointment checks

Checks are made on anybody who will be working in the school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the school.

All relevant checks will be satisfactorily completed before a person takes up a position.

When appointing new staff, the school will complete the following checks:

- Verify the candidate's identity.
- Obtain an enhanced DBS certificate and, for candidates engaging in regulated activity, barred list information.
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Verify a candidate's mental and physical fitness to carry out their role.
- Verify the person's right to work in the UK.
- Make further checks on any individual who has lived or worked outside the UK.
- Verify professional qualifications, as appropriate.
- For those in management, trustee or governor roles, a section 128 check will be carried out.
- Further checks (as set out below on the next page).

The recruitment panel will ensure any candidate employed to carry out teaching work is not subject to a prohibition order or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.

If the school has reason to believe that an individual is barred, it is an offence under section 9 of the Safeguarding Vulnerable Groups Act (SVGA) 2006 for the school to allow the individual to carry out any form of regulated activity.

Checks for all prohibitions, directions, sanctions and restrictions will be carried out by using the secure access portal on the Teacher Services' [web page](#) (Teacher Regulation Agency).



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Academic and Professional Qualifications

The school will always verify that the candidate has actually obtained any academic or professional qualifications claimed in their application by asking to see the relevant certificate or diploma or a letter of confirmation from the awarding institution. If original documents are not available, the school will see a properly certified copy and place it on the appointed candidate's personal file at the school. Internal and external applicants **must** provide evidence of relevant qualifications before they may start work.

Driver's Licence and Insurance

All shortlisted applicants who will be required to drive on school business as part of the job role (e.g. minibus driving) should be asked to provide their driving licence and insurance documents. A copy will be taken and placed on the appointed candidate's personal file. This should be updated annually when a new insurance policy is undertaken.

Previous Employment History

Parbold Douglas CE Academy will always ask for information about previous employment and ask sensitive questions to obtain satisfactory explanations for any gaps in employment.

DBS Update Service

The safety of children and young people is paramount and the school is fully committed to the rigorous implementation of DBS procedures and arrangements. At the point of recruitment, new members of staff will be informed that it is an expectation of the school that they subscribe to the DBS Update Service.

Health

Employment is subject to medical clearance. This is initiated by the completion of a new employee's 'Pre-employment Questionnaire'. Medical clearance must be obtained for:

- all external applicants;
- internal applicants where the new role has a change in the nature of duties. Examples may include: change to physical exertion such as lifting and handling; additional mental exertion such as management responsibilities; change to work arrangements such as shift working.

Overseas Checks

If a candidate or employee has lived or worked abroad for more than a period of 3 months within the last 5 years, we will endeavour to obtain a letter of good conduct from the country or countries where they worked.

Evidence of the right to work in the UK will also be sought, and evidence kept on file.

In order to ensure that all applicants are treated equally, we will need to ask all applicants who are short-listed to provide this evidence at interview.

We will include a paragraph in invitation to interview letters as follows: *'Under the Immigration, Asylum and Nationality Act 2006 we require proof that you have the right to work in the UK and you will be required to bring along evidence of your right to work in the UK to your interview. In most cases this will be a British Passport.'*



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After the pre-appointment checks

Once the pre-employment checks have been completed, the recruitment panel will:

- Agree a start date with the candidate.
- Destroy the completed self-declaration forms.
- Submit contractual paperwork, including the completed DBS check, copies of identification, references, proof of qualifications, pre-employment medical enquiry form, P45, application/equal opportunities and emergency contacts.
- Add the required details of the checks carried out to the school's SCR.

Information relating to specific posts

Volunteers

For volunteers, an enhanced DBS with a barred list check will be obtained.

Existing volunteers in regulated activity do not need to be re-checked if they have already had a DBS check (including barred list information); however, the school may decide to conduct a repeat DBS check.

If a volunteer is not in regulated activity, the school will use its professional judgement, after conducting a risk assessment, to determine whether to seek an enhanced DBS check, but no barred list check will be required.

Candidates who have lived outside the UK

No exceptions will be made for candidates who have lived outside of the UK. All mandatory checks outlined in this policy will be carried out, along with additional checks where necessary.

The DfE's [guidance on the employment of overseas-trained teachers](#) will be consulted should an overseas candidate apply for a teaching position.

Agency and third-party staff

In the case of any employee working at the school who is sourced from an agency or third-party organisation, confirmation must be obtained from the organisation, in writing, that all necessary checks have been completed.

Confirmation will also be obtained that the individual who presents for work is the same person on whom all checks have been completed. A copy of photographic identification will generally be kept where appropriate.

Trainee/student teachers

The school will ensure that enhanced DBS certificates and barred list checks are obtained on all salaried applicants for initial teacher training who are in regulated activity.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks.

The school will obtain written confirmation from the agency that the checks have been carried out.



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Existing staff

If a member of staff moves from a post that was not regulated activity to one that is, the relevant checks will be carried out.

The recruitment panel will carry out further checks where there is a concern about a member of staff's suitability to work with children.

An investigation will be carried out to gather enough evidence to establish if an allegation has a foundation. The employer of the school will ensure they have sufficient information to meet the referral duty criteria in this policy.

The school will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that harm.
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence.
- The individual is deployed to another area of work not in regulated activity, or where they have been suspended.

Referrals to the DBS will be made on conclusion of an investigation where an individual has been removed from regulated activity.

Referrals to the DBS will be made as soon as possible after the resignation, removal or redeployment of the staff member.

Contractors

The school will ensure that any contractor, or any employee of the contractor, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).

For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If a contractor is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The school will always check the identity of contractors and their staff on arrival.

Adults who supervise children on work experience

If the school is organising work experience placements, the school will ensure that the placement provider has policies and procedures in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. In such cases, the school will consider the specific circumstances of the work



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experience. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations will include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- Unsupervised themselves.
- Providing the teaching/training/instruction/supervision frequently (more than three days in a 30-day period or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. In this case, the school will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as the school, and gives the opportunity for contact with children, this may itself be considered regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider will consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

Governors

The governing board may request an enhanced DBS certificate without a barred list check on an individual as part of the appointment process for governors. An enhanced DBS certificate (which will include a barred list check) will only be requested if the governor will be engaging in regulated activity; this also applies to volunteer governors.

Associate members will not be asked to undertake a DBS check.

Trustees and members will be subject to a section 128 check.

Newly appointed chairs of trustees will be subject to a suitability check, which includes:

- An identity check.
- Confirmation of the right to work in the UK.
- An enhanced DBS check.
- Where required, additional information if the individual has lived outside the UK for a period of 12 months or longer.

Policy evaluation and review

The senior leadership team and governing board are responsible for reviewing this policy every 3 years.

Date of last review: March 2022

Date of next review: March 2025

