



St Bonaventure's Catholic Primary School
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Recruitment Policy

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Recruitment and Selection Policy for St Bonaventure's Catholic Primary School

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1 INTRODUCTION AND POLICY STATEMENT

1.1 Introduction

School governors, headteachers and staff share a responsibility for ensuring that the workplace is a fair, safe and just environment. This means that access to employment with schools, and subsequent training and promotion, is available to all applicants on an equal basis. Recruitment plays a fundamental and crucial role in the functioning and development of the school. Staff recruited to posts must be able to provide, or contribute to, a high quality learning experience for pupils and students. Making the wrong recruitment decision can be costly, both in terms of salary, quality of work and education, efficiency, and training and also in terms of a school's reputation.

In schools the governing body has the overall responsibility for all staff appointments. With the exception of the appointment of heads and deputies, where different arrangements apply it may delegate these responsibilities to the head teacher, an individual governor, or a group of governors with or without the head teacher. Head teachers will normally be expected to lead in determining staff appointments outside the leadership group. Therefore, other than in exceptional circumstances the governing body will delegate the responsibility for these matters to the head teacher.

It is usual to have a panel of three interviewers for balance and observation. The school will strive to do this as a minimum. There may be occasions (for Leadership posts) where the panel is larger than this. The school will, on occasion, seek to invite specialist advisers to join the panel.

These procedural guidelines have been developed by the local authority in consultation with representatives of the Teachers' Consultation and Negotiation Forum and the trade unions. The guidance sets out, step by step, the process to be followed when recruiting to a vacancy. It includes reference to the responsible parties at each stage, and has appendices, which give examples of documentation. The recruitment and selection process therefore aims to enable the attraction, recruitment and retention of staff committed to providing quality and safe services in schools.

The recruitment and selection procedural guidance is intended to apply to all staff. The School Standards and Quality team will support a school governing body during the process for appointing a head teacher/deputy head teacher.

Individuals involved in the selection of adults to work with children should undertake safer recruitment training and have regard to the publication 'Safeguarding Children and Safer Recruitment in Education' which came into force on 1st January 2007. The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that **from January 2010, no recruitment panel is able to recruit staff in school unless a member of that panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.**

Recruitment and Selection for Schools Guidance

1.2 The recruitment and selection process

The purpose of this document is to describe the recruitment and selection process and to provide a set of operating guidelines for hiring managers in schools. Any member of staff who is likely to be involved in recruitment in schools should ensure they receive training in recruitment and selection and especially training which encompasses safer recruitment

practices Laid out in the following sections is a step-by-step guide to the recruitment process.

Your Departmental HR section will be able to advise you at any stage during the recruitment and selection process. If you require advice about reorganisation or restructuring your school you may contact HR in the first instance.

1.3 Policy statement

Equal opportunities considerations are included at every stage of the recruitment process. This not only embraces the council's Equality and Diversity Policy but also all relevant equal opportunities legislation, codes of practice and specified legal requirements with which recruitment and selection procedures must comply. There is a specific requirement in legislation for Local Authorities to appoint the best person for the job on merit. A consistent, systematic approach giving equal opportunities highest priority will lead to equality of access and treatment and the selection of the most suitable candidate for each post. The ultimate aim is to build a highly skilled and well-motivated workforce that reflects the diversity of the local community.

The school's employment policies and procedures provide a framework within which candidates are given the opportunity to demonstrate their abilities regardless of their ethnicity, gender, age, disability, religion/religious belief, sexuality or employment status.

The school strives to eliminate all forms of discrimination and to promote diversity and equality of opportunity throughout the recruitment process.

This procedure applies to all appointments, both internal and external in the majority of cases. Head Teachers, Governors and anyone involved in the recruitment process are required to follow the policy to achieve consistency of practice across the council. Word of mouth recruiting is not acceptable. Internal school redeployed will be given priority consideration for alternative positions. Redeployed from the Council will be given prior consideration where possible.

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.

1.4 Staff relationships

In the interest of the school's service provision and for reasons of public confidence, the school shall not make employment appointments in circumstances which would lead to an employee having a managerial or close working relationship with another employee to whom they are related or with whom they have a close personal relationship.

1.5 Job share

The school will give consideration to sharing the duties and responsibilities of all posts. The paramount consideration will be the effective delivery of the school curriculum, and therefore job sharing is not an automatic right.

1.6 Internal Applicants

Applications received from existing staff should be considered strictly in accordance with the recruitment and selection process. Internal applicants should be advised in the "Applicants' Particulars" that applicants will be selected for interview based on their applications and how well they have demonstrated they meet the requirements of the person specification. Where

internal applicants seek advice about completion of an application, they are advised to complete the application in full, including the request for two referees.

1.7 Documentation

The recruitment process will be documented at each stage in order that those making decisions can explain the reason for their decisions. All documentation in relation to the appointment process should be retained for 6 months from the date of appointment decision. Only by keeping accurate records is it possible to demonstrate that appropriate procedures were followed in the event of an enquiry or complaint received or a candidate who was unsuccessful requesting feedback.

Information on candidates must be treated in strict confidence and restricted to those directly involved in the recruitment process.

1.8 Short Term Contracts

The recruitment and selection procedures will apply in most cases. Officers employed on fixed term or temporary contracts receive the full conditions of service of permanent employees. Teachers receive the pay and conditions outlined in the school teachers' pay and conditions document. Officers are subject to the nationally and locally negotiated conditions of service. Teachers may be employed on an enhanced daily supply rate representing 1/195th of their salary or on a term-by-term basis.

1.9 Temporary Contracts

Temporary contracts are used in circumstances where the job is for a limited duration but where the exact date is not certain, e.g. to cover for maternity leave. Temporary contracts must clearly state the reason for their temporary duration, and the event that will bring them to an end, e.g. the return to work of the employee after maternity leave.

1.10 Fixed Term Contracts

Fixed Term contracts differ from temporary contracts in that it is agreed at the outset that the contract will end on a specific date, e.g. where funding for the job is provided for a specified period, or to undertake a specific task within a specified timescale. The reason for the fixed term must be clearly stated in the contract of employment. On expiry there can be no breach of contract claim, but claims for unfair dismissal and redundancy can be made. Employees must not be treated less favourably because they are employed on a fixed term contract.

1.11 Casual Workers

If you intend to employ casual workers, you should ensure that the nature of their working arrangement is truly casual, that is, there is no obligation to either provide or accept work (no mutuality of obligation). Further advice is available from HR.

Recruitment checks should be carried out to ensure safe recruitment practice for all staff.

Please always seek advice from HR about the type of contract you offer if the terms are anything other than permanent.

2 VACANCY AUTHORISATIONS AND ADVERTISING

2.1 Reviewing the vacancy

Before you commence the recruitment and selection process you should consider the following:

- Does the post need to be filled, or is there an opportunity to reorganise/restructure to better meet the schools' needs?
- Could the duties be covered as an acting arrangement or secondment?
- Has the job changed?
- Are there going to be future changes to the job and, if so, how can these be incorporated into the job design?
- Are there any budgetary considerations?
- Having decided on your options for filling the vacancy you can begin planning the recruitment and selection process. Should you decide not to fill a vacancy permanently
- On a like for like basis, you may need to consider how this affects the school's overall structure and whether any changes need to be consulted upon.

2.2 Preparing and updating the job description

Every post must have an up to date job description, which clearly defines the responsibilities of the job. You must review the job description each time a vacancy occurs to ensure that the contents are relevant and accurate. This is particularly important since the job description provides the essential information on which to prepare the person specification, advert and interview questions.

The job description should:

- explain the purpose of the job and it's role within the school
- specify the objectives, main accountabilities and responsibilities of the job
- define performance objectives
- reflect the school's core aims
- state budget and supervisory responsibilities
- be user friendly and avoid jargon
- make reference to the responsibility for safeguarding and promoting the welfare of children

Standard council job descriptions contain the post holder's responsibilities for health and safety, equal opportunities, data quality and customer care. In schools you should consider whether the addition of a clause on these issues will be relevant to the post holder.

A template of the corporate style of job description, along with more detailed guidance about drawing up a job description, can be found on the intranet.

http://intranet/jd_template-5.doc

All posts in schools require a DBS disclosure. The following statement must be included in the job description, person specification and advertisement:

"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." Applicants should declare any convictions or cautions whether they are spent or unspent.

Guidance on how to prepare a job description can be found on the intranet at

2.3 Preparing and updating the person specification

The person specification may be defined as a statement that identifies the essential criteria, or minimum requirements, for someone to be able to do the job. The essential criteria will include the knowledge, skills, abilities, experience and personal qualities required of a candidate to ensure the optimum performance within the job.

A person specification must accompany every job description and be based upon it. It is important to update the person specification after you have updated the job description and before you write the advert. Accuracy is essential as inaccuracies or ambiguities will be carried through to the final decision. When specifying the requirements of the job, you should ensure they relate directly to the responsibilities and accountabilities of the job. The criteria must be able to be applied consistently to all candidates throughout the selection process to ensure the decision made is not discriminatory or unfair.

When drawing up the person specification, ensure that the criteria are:

- relevant
- justifiable
- objective
- specific
- measurable

You should avoid:

- jargon
- discriminatory language
- over- or under-specifying the job

There are six sections to the person specification. It may not be necessary to complete all these sections, as this will be dependent on each particular job:

Experience

- specify the type of experience required
- relevant experience may be gained from the private or voluntary (unpaid) sectors,
- leisure interests or home environment, such as raising a family
- experience is transferable from one area to another
- Consideration should be given to education or training and experience jointly, as experience can serve as alternative to formal qualifications and vice versa.

Knowledge

- knowledge required to do the job must be specific
- knowledge can be gained formally or informally, for example from education, training, experience or awareness

Skills And Abilities

- skills can be described as practised abilities gained through study or experience
- abilities can be explained as the ability to develop a skill

Training And Qualifications

- do not set higher educational requirements than are necessary for the safe and effective performance of the job for teaching posts, a relevant teaching qualification is mandatory

Personal Qualities

- the specific personal qualities the post holder would need
- must be objectively measurable

Special Requirements

- relate to the requirements of the post which might impact on personal circumstances
- only include these if they are absolutely vital or where there may be some degree of flexibility to accommodate individual circumstances
- consider the need for such requirements against any discriminatory effect
- ensure that specific reference is made to suitability to work with children

Examples

- if attendance at evening meetings is essential, then specify an approximation of the frequency and the reasons why the post holder must attend
- if it is essential that a car is required for work purposes, then provide an explanation to prevent discrimination on the grounds of disability

All posts in schools will require an enhanced DBS disclosure which will be required in connection with the protection of children, the following statement must be included in the job description, person specification and advertisement:

“St Bonaventure’s Catholic Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

2.4 Assessment methods

You also need to decide at this stage how the criteria will be assessed. Some criteria may be tested by a combination of two or more methods, for example:

- Interview
- Tests or practical exercises
- Presentation
- Technical tests
- In-tray exercises
- Group exercises
- Personal interviews for posts with access to children
- Lesson observations

Candidates should be told in advance of the type of test they are expected to take.

Where possible, candidates should be given a sample of the type of test they are going to be required to undertake.

If you indicate you wish to use a test or exercise you should liaise with the Corporate HR diversity team in order to ensure the test/exercise can be justified in terms of appropriateness to the role and that it can be fairly applied to people of all backgrounds. You should take account of this when scheduling interviews as extra time may be required between the dates you short list and the interview date.

More information about assessment methods is available on the intranet

http://intranet/departments/cs-index/cs-policy/recruitment/selection_techniques.htm

2.5 Posts with access to children

These posts must have additional criteria added in the person specification, for example:

- “Ability to form and maintain appropriate professional relationships and boundaries with children, young people and other vulnerable adults”
- For managers’ vacancies: “Ability to ensure staff observe the requirement above”
- “Ability to understand written information subject to a written test”
- “Working with other people’s children; empathy and understanding of looking after other peoples’ children from a range of backgrounds”
- “Ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and demonstrate appropriate coping mechanisms”

2.6 Genuine Occupational Requirements (GOR)

It may be appropriate in exceptional situations to recruit a person from a specific gender or race or religious belief where there is a genuine occupational qualification as defined in the Sex Discrimination Act 1975 or Race Relations Act 1976. (Advertising for a female attendant for a girls’ changing room would meet the requirement, for instance). Please contact your HR Adviser to discuss using a Genuine Occupational Requirement as part of an advertisement if you are unsure about remaining lawful.

2.7 Job Evaluation – Officer posts within schools

Finally, once you have written or reviewed your job description and person specification for an officer post, you must ensure that it is evaluated using the council’s Job Evaluation scheme. This is to ensure that the grade for the role is appropriate and your departmental HR team will be able to help you with this.

2.8 Writing the advert

The objective of advertising is to produce the maximum number of possible suitable candidates in a cost-effective manner. The advert should therefore:

- present a positive image, selling both the job and, if space permits, the school and the area
- portray a clear and accurate description of the post
- be in plain language so that applicants can determine their own suitability
- be drawn directly from the job description and person specification
- be free of bias and discrimination

When writing an advertisement include the following key information:

- job title
- basic information about the school
- pay and additional allowances
- main purpose of the job and key elements of the job description
- most important requirements from the person specification
- job location
- contact person who can give further details about the post (if you wish)
- closing date
- interview date (if you wish)
- how candidates can get an application form and pack

The following statement must be included in the job description, person specification and advertisement:

“St Bonaventure’s Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced disclosure check via the CRB is required for this role.”

2.9 Giving Information

You will need to give applicants a flavour of the job and the school. Give all applicants the same information, and remember they may wish to ask questions about it at the interview. Remember that not all candidates will be local so you need to tell them about the size and character of your school. You could consider including the school prospectus or extracts from a recent Ofsted, depending on the nature of the post being advertised.

2.10 Redeployment

The LA is committed to its staff who are at risk of losing their jobs through redundancy or reorganisation, and will assist to redeploy displaced school staff. The LA cannot insist on moving in a teacher or any other staff member from one of its other schools, but it can put forward qualified candidates for the governing body to consider alongside other applicants. Governing bodies are requested to give serious consideration to such candidates. The redeployment process is described in more detail in a model redeployment policy for schools.

2.11 Advertising

- Any head teacher or deputy head teacher post must be advertised in a printed publication throughout England and Wales (there are some exceptions for schools subject to reorganisation. Please seek further advice in these circumstances).
- Where a school is part of a statutory federation, governing bodies may decide to appoint a head or deputy head teacher who is already an existing head at another school in the federation, in which case they would not need to conduct a selection process.
- All posts should be advertised internally within the school and externally where appropriate

You may choose where you wish to place your advert, but you should consider reaching the widest possible target audience to attract a good field of candidates at a realistic cost. Most teaching posts are advertised nationally in the Times Educational Supplement (TES). Non-teaching posts are usually advertised through the local media, specialist magazines, job centres, etc.

2.12 Politically restricted posts

Posts over Spinal Column Point 44 are politically restricted and candidates must be advised of this in advertisements. For further advice or guidance please contact your departmental HR team.

3 THE SHORT LISTING STAGE

3.1 Distribution of application forms

You will distribute a standard recruitment pack, which will usually contain the following:

- Application form,
- Explanatory notes about completing the form,

- Job description, person specification.
- Equalities statement
- Statement in relation to ex-offenders
- Brief statement of terms and conditions, including a clear indication of salary

You may like to enclose additional documents such as:

- Relevant information about the school
- Recent Ofsted report
- Child protection policy statement.

3.2 Short listing for interview

Applications must be treated as confidential and the circulation of papers must be restricted to those involved in the recruitment and selection process. Short listing must be carried out by the interviewing panel, one of whom should be the person to whom the post holder will report. The panel should consist of the same people throughout the process, unless there are exceptional circumstances such as illness. If it is found that a panel member is a relative or has a close personal relationship with an applicant, a new panel member should be appointed to replace them. In any circumstance where there is a change of panel the panel chair should record this.

Every effort should be made to establish a representative panel, which is balanced, by gender, race and experience to reflect the fact that the school employs a diverse range of people. All panel members must have a strong understanding of equalities issues and how they particularly affect under-represented groups. The panel members should be appropriately trained. As a minimum, one panel member should have undertaken 'Safer Recruitment' training. It is advisable that panel members should be of a higher grade than the post to which you are recruiting.

For some posts it will be necessary to include either a partner representative or other key expert in a particular field. If this is the case, it should be recognised and accommodated into the process from the outset.

3.3 Scrutinising and Shortlisting

All panel members must short list using the criteria as set out in the person specification. The panel chair is responsible for ensuring that the panel meets to consider all the candidates, scores and agrees a single short list. Some may prefer their panel to short list independently and then meet to agree a single, final short list.

Candidates should be judged by careful examination of the information on the application form against the criteria in the person specification. This must be fairly and consistently applied to all applicants. You are looking for evidence that the candidate can meet the person specification.

Score each candidate against the criteria using the following scoring system:

- 5 more than meets criterion; has included all relevant information (outstanding answer)
- 4 meets criterion comprehensively; has included all relevant information
- 3 partly meets criterion; has included some information but does not wholly meet criterion
- 2 there are doubts that a criterion has been met
- 1 fails to meet criterion

A '2' may be initially recorded where there are doubts that a criterion has been met pending a discussion amongst the panel members. However, in deciding the final scores any '2's must be discussed and a decision made to convert to a '4', '3' or '1'. The final scores must be recorded by the panel chair on the final short list score sheet.

Before rejecting a candidate the panel must consider if any of the criteria that were not met were because of that person's disability. Ask yourself what evidence there is that the candidate can do the job. This may require making reasonable adjustments, for example reassigning some duties to which a qualification relates or waiving the qualification requirement if there is other evidence of the level of competence. In terms of best practice, schools should give an interview to disabled candidates that meet the minimum criteria for the job.

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 unexplained gaps. You should ask questions about these at interview to establish a candidate's suitability for the post.

When the panel has reached consensus about the final short list, you should ensure the short list score sheet is completed and signed.

The recommendations of the Bichard report have been incorporated into the recruitment process. These provisions must be applied rigorously so candidates are left in no doubt about the school's determination to appoint staff who pose no threat to children.

Here is a summary of the general principles that should be applied.

- Gaps in employment and educational history must be identified through the short listing process, in order to be able to follow up with candidates at interview
- Any information provided by a candidate about disciplinary offences in previous employment should be followed up at interview
- Reasons for leaving should also be followed up at interview if they have not been provided on the application form
- Interviews should be supplemented with additional questions which explore the candidate's attitude towards children and young people, and their ability to support the school's agenda for safeguarding and promoting the welfare of children. Ideally references should be sought for all candidates, including internal candidates and verified in advance so that issues can be taken up at interview
- References not obtained in advance should be scrutinised and concerns resolved before appointment is confirmed

Successful applicants should be asked to provide evidence of their DCSF reference number, evidence of all qualifications needed for the post, such as Qualified Teacher status (QTS), and evidence of registration with the GTC for England. Those who obtained QTS after 7 May 1999 should provide verification of successful completion of statutory induction period. Those who obtained QTS before this date should provide any available evidence of successful induction.

More information can be found under the sections for interviews and pre-employment clearances.

4 THE INTERVIEW STAGE

4.1 Interview correspondence

- Invite letters to successful candidates, should include:
- dates and times of interviews, selection tests (if appropriate) or other events
- interview location
- who candidates should ask for on arrival
- the type of tests that will be used (if applicable)

When planning times for the interviews, a sufficient gap between candidates should be allowed in order to complete notes and individually assess candidates. As a guide a **minimum** of 30 minutes should be allocated to each interview, with time left between to complete note taking and prepare for the next candidate. Too many interviews on one day will affect the quality of the interviews.

If you wish to use a test or exercise you may seek advice from the council's diversity team in order to ensure the test/exercise can be justified in terms of appropriateness to the role, and that it can be fairly applied to people of all backgrounds. You should take account of this when scheduling interviews as extra time may be required between the date you short list and the interview date.

The interview invitation letter should ask candidates if they require any special arrangements at the interview and will make reference to any test arrangements, if applicable. The panel chair and or School Business manager is expected to organise:

- the venue for the interviews
- any refreshments required
- any adjustments required at interview

Candidates should be told to bring documentary evidence that verifies their:

- Identity (e.g. full birth certificate, passport or photo-card driving licence)
- Address (e.g. a utility bill)
- change of name and if applicable
- qualifications

Candidates should be asked to bring original or certified copies of documents confirming necessary or relevant educational and professional qualifications. If the candidate cannot produce original documents or certified copies written confirmation must be obtained from the awarding body. You must keep copies of these documents on the successful candidate's file.

4.2 Interview preparation

Start the interview preparation as soon as the short listing is completed. The panel chair should arrange for all the panel members to meet prior to the interviews to establish the structure of the interview, write the interview questions and model answers, and agree who will ask which questions of the candidates. Under the Data Protection Act, candidates can access recruitment paperwork, so it is best to type or write the questions and model answers beforehand, either on a separate sheet or in the interview notes form.

All panel members should prepare themselves by thoroughly studying the application forms, the job description and the person specification for the role prior to the interview.

4.3 Preparing the questions

Questions must relate to the person specification, and elicit information that is relevant and measurable. You are more likely to get meaningful information from candidates if the questions are grouped in an organised way, for example asking all the technical questions together.

Emphasis should be given to eliciting information about relevant knowledge, experience, skills, etc. Core questions, which are asked of all candidates, should be used to open up areas of questioning and follow-up questions can then be asked to probe for further information within the same area. These supplementary questions will enable individual candidates with different backgrounds to demonstrate their relevant skills and abilities.

This type of question must be related to a core question and can be asked by any member of the panel.

There are different questioning techniques, which can be used in an interview:

- closed: used to gain factual information or confirmation
- open: invites candidates to express opinions
- probing: used to find out more detailed information which has not yet been forthcoming

Avoid:

- leading questions: "Would you agree that..."
- multiple questions: these are confusing for candidates
- questions about personal circumstances, such as marital status, religion, or dependants

It is essential that an interview notes form is completed for each candidate, as this is the justification for offering or not offering a post.

Applicants to posts having access to children should be asked a range of supplementary questions to probe their capacity to meet the person specification criteria. This should include questions about:

- the candidate's motivation to work with children
- clarifying any gaps in work history and educational background or anomalies that appear on the application form
- the candidate's attitude to the use of power and authority
- their attitude to the use of punishment/and or reward systems
- the candidate's understanding of the job

If at the short-listing stage you identified any gaps in a candidate's employment or educational history, you must ask the candidate to explain these gaps at interview. Notes must be kept on the response and there is a space for this on the interview notes form. Please advise the Departmental HR team if you are concerned about anything the candidate has revealed.

You must ask questions related to safeguarding and promoting the welfare of children, young people and must explore the attitude of all candidates towards children and young people. Some areas to think about when forming questions and some example questions around Child protection are:

Motivation for working with children

This should cover

- self-awareness/knowledge and understanding of self,
- interconnection between self and professional role

Questions could be:

What do you feel are the main drivers, which led you to want to work with children?

Emotional resilience in working with challenging behaviours

This should cover

- consistency under pressure,
- ability to use authority and respond appropriately,
- ability to seek assistance/support where necessary.

Questions could be:

Tell me about a time when you have been working with children when your authority has been seriously challenged. Follow up with How did you react? What strategies did you employ to bring things back on course? How comfortable were you with the situation?

Values and Ethics

This should cover:

- the ability to build and sustain professional standards and relationships,
- ability to understand and respond to other people's opinions,
- ability to contribute towards creating a safe and protective environment.

Questions could be:

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

Questions could be:

What is the safeguarding policy in your workplace?

Follow up with – 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?

Follow up with – What did you do? Who did you involve? What was the outcome?

4.4 The interview

The interview is the candidate's opportunity to express their ability to do the job and they should be encouraged to do most of the talking. You should remember, however, that the candidate is also assessing you as a potential employer, so take the time to introduce the panel and 'settle' the candidate at the beginning of the interview.

The purpose of an interview is to appoint the best person for the job, based on a careful evaluation of all the available information. Each panel member must take careful notes of the candidates' responses, as these will be critical in your decision-making. Where additional evidence is available, such as test results, these should be integrated into the evaluation process.

Comprehensive sets of notes are also critical because they may be required for inspection or for evidence at an Employment Tribunal. Your notes should demonstrate whether a criterion was or was not met by each candidate and why. Each panel member should give an indicative score for each criterion, ready for discussion at the end of the interview process. Use the same scoring system as for short listing.

Assumptions must not be made about a person's ability to do a job based on disability, race, age, gender, religious belief, sexual orientation or personal circumstances. If panel members are unclear how an applicant's disability affects them doing the job, job-related questions may be asked but care must be taken in doing so. Interviewers must demonstrate their willingness to make reasonable adjustments, which could enable the job to be performed. It is important that the candidate is able to demonstrate their capabilities before addressing the issue of their disability. Since this is a very complex and sensitive area, seek advice from departmental HR or diversity teams, to ensure you are not discriminating on grounds of disability.

As, in schools, you are recruiting for a job role for which a DBS disclosure will be required in connection with the protection of children, you should also ask questions about the applicants' suitability to work with children. These questions will need to be based on the additional criteria in the person specification (see 2.4 above).

You should also check whether the candidate has indicated on the application form that they have an offence to declare, and explore this at the interview.

If there the candidate has indicated they do not have any offences to declare you may wish to probe this again, explaining the requirement for a DBS disclosure. This will need to be handled sensitively and it should be explained that the school will follow the LAs guidelines on rehabilitation of offenders, and will treat information confidentially.

The interview should explore the candidate's suitability to work with children as well as his/her suitability for the post.

4.5 Informal activities

A typical schedule is likely to involve several informal activities, which should not form part of the assessment process.

For example:

- A tour of the school
- A talk from the Head teacher/line manager to all candidates
- Refreshments with governors/staff/members of the panel

If activities of this kind are to be assessed, then they must be part of the "formal" activities, and candidates must be made aware.

4.6 Formal activities

The activities, which can be part of the formal assessment, are things such as:

- Prepared tasks or talks by the candidates
- Mini-interviews on specific criteria
- Full panel interviews
- Tests of aptitude and ability
- Sample lesson delivery

All candidates must be treated equally during these activities. Make sure that you have agreed as amount of time, how you will assess them, the weighting given to each and which criteria they are designed to illustrate.

4.7 Making the selection decision

All panel members should be involved in the decision making process, and be involved in full and open discussions on the basis of the information available. This will include the results of any tests or exercises that have been used. Where a criterion has been measured twice, both sources of evidence should be evaluated.

When making a judgement, you should consider the evidence presented by the candidate and its strength. For example, assessed written work (through testing) provides greater evidence of written communication skills than a candidate's claim at interview. The panel should discuss the rationale for their initial indicative scores and then agree a final score for each candidate.

Candidates should always be compared with the person specification and not against each other. Use the same scoring system as for short listing:

- 5 more than meets criterion; has included all relevant information (outstanding answer)
- 4 meets criterion comprehensively; has included all relevant information
- 3 partly meets criterion; has included some information but does not wholly meet criterion
- 2 there are doubts that a criterion has been met
- 1 fails to meet criterion

The highest scoring candidate will normally be the successful person to whom you will want to offer the job. If you have two or more candidates who score very closely, panel members must carefully study their interview notes in order to check the evidence on which these scores were based. You will need to discuss and come to a consensus about your decision to appoint, and this must be clearly documented in case of challenge. Final scores should be recorded by the panel chair on the interview score sheet, and signed by all panel members. If you have a second choice (or 'reserve') candidate, note this on the interview score sheet. In the event of the first choice candidate's recruitment not being pursued you can decide whether or not to approach the reserve.

Unsuccessful candidates' papers must be kept on file for six months after the interview. This information is kept to provide feedback to the candidate and may also be required if a candidate complains under the school's recruitment procedure or if an Employment Tribunal claim is lodged.

If you are recruiting for a job role in connection with the protection of children, and as a result of the interviews you have serious concerns about an applicant's ability to work with children, you must report the facts to the police and/or the DCSF. Please contact your departmental HR team who will assist you to do this.

4.8 Informing the candidates

The successful candidate

The panel chair will make a verbal offer of employment on a confidential basis whilst the required clearances take place (references, medical, proof of identity, proof of right to work in the UK, and qualifications and Criminal Records Bureau where applicable). Any offers must be made subject to these clearances. The School Business manager will follow up with

a written offer and contract, which will be sent out upon receipt of the Successful Candidate Form and other interview paperwork.

The unsuccessful candidates

The panel chair can choose whether they wish to verbally notify applicants who are unsuccessful after interview. If not, the panel chair will write to the candidates to advise they were unsuccessful.

All interviewed candidates are entitled to individual feedback if they request it. If you are unsure about the feedback you wish to give discuss it with your departmental HR team before telephoning any unsuccessful applicant. All feedback must be recorded, the name of the person giving feedback clearly identified, signed, dated and kept with the recruitment documentation.

5 PRE-EMPLOYMENT CLEARANCES

Once the candidate who best meets the criteria has been selected, there are a number of pre-employment clearances that need to be carried out. Candidates are advised in the offer letter not to hand in their notice with their current employer until all their clearances have been received. All offers of employment are made subject to these checks being carried out and they are completed as follows.

5.1 References (all employees)

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Ideally schools should seek two references, one of which must be from the current employer and preferably another from a previous employer, unless the candidate has no previous employer in which case references from their university/college tutor (or someone in a similar position of authority) is acceptable. If the candidate already works for the school, a reference will be sought from their current line manager. Open or 'to whom it may concern' references, and those from friends and family members are not acceptable. It is recommended that references for shortlisted candidates are obtained prior to the interview. If the reference(s) provided by the candidate do not cover a period of 5 years employment, it is recommended references should be sought from previous employers. Verbal references will not be accepted in any circumstances. The head teacher must clear all references and the school must have at least one reference, preferably that from the current employer, **before** the appointment is confirmed. There may be occasions where the school wishes to start an employee before the second reference has been received. In these circumstances you should contact your Departmental HR Team.

The School Business Manager will verify references on receipt to check:

- the organisation the referee works for exists
- the referee's relationship to the candidate
- the name and job title of the referee match what the candidate has stated
- the referee was the author of the reference received by the school
- the information given in the reference (candidate's job title, dates of employment, reason for leaving) match what has been provided in the application form and through the interview and selection process

Notes of any telephone conversations must be kept for the individual's personal file.

5.2 Medical clearance (all employees)

All new employees need to obtain medical clearance **before** their employment is confirmed. The questionnaire with an accompanying pre-paid envelope with the return address should be sent to the selected candidate with the offer of employment. The contents of the questionnaire are confidential. The information (where applicable) will be shared with and the Occupational Health who will only discuss its contents with an approved manager if the information is relevant to the safe and effective performance of the job or the post-holder's well-being. Medical clearance will not normally be sought for existing school employees moving to a new position within the school or LA.

The Occupational Health Service will decide whether or not they need to see the candidate before the appointment is confirmed. If this is the case the HR Central Operations Team will update you on receipt of this information from Occupational Health.

If the Occupational Health Physician advises that the candidate requires an adjustment as a result of a disability, the HR Central Operations team will notify you immediately.

5.3 Proof of identity/permission to work in the UK (all employees)

(Please refer to the recruitment toolkit – 'Prevention of Illegal Working in Schools')

Schools must act in accordance with The Immigration Asylum and Nationality Act 2006. The Act requires employers to establish the eligibility of people to work in the UK **before** their employment is confirmed. As schools will be undertaking local recruitment it is your responsibility to make sure these checks are carried out. It is a criminal offence to employ someone who is subject to immigration control and who does not have current and valid permission to be in the United Kingdom or who does not have permission to work in the UK. This includes people awaiting the outcome of an immigration appeal who before their appeal had permission to work. It is not an offence to employ someone who is subject to immigration control provided that the person has leave to enter or remain in the UK that does not prevent him or her from working.

It is for this reason you must check that applicants provide original evidence of their identity and right to work in the UK. This includes a passport and proof of National Insurance number, and all successful candidates are required to bring these in person to the school. If a candidate is born outside the UK you will also need to ask for sight of the original visa and/or work permit and check for any restrictions on the period of time the candidate can work. You are required to take reasonable steps to verify the authenticity of the documents produced for this purpose, although you are not expected to be experts on detecting forgeries.

If a candidate requires a work permit you will need to make the application. You will be required to demonstrate that the post requires qualifications/skills not available in this country or other EC member states and may need to demonstrate previous efforts made to recruit to the post. Applicants must be asked to show proof of their National Insurance Number.

5.4 Qualifications (where applicable)

Some posts require particular professional/educational qualifications or membership to a professional body to enable an individual to take up a post. Teachers should be properly qualified and registered with the GTC. You will need to ask for sight of the candidate's original certificate/registration documents as part of the clearance process. Appointments

must include a check to confirm the qualifications that are a legal requirement for the post. The school making the appointment will carry out these checks.

5.5 Disclosure & Barring Service

The Disclosure & Barring Service (DBS) is an executive agency of the Home Office. Its primary purpose is to help employers and voluntary organisations to make safer recruitment decisions to ensure the protection of children (under 18) and vulnerable adults. The DBS provides the information we need to help assess the suitability of applicants for all positions at the school (Where applicable). This is particularly important to ensure that we safeguard and promote the welfare of children.

The Independent Safeguarding Authority has been set up to register staff who will work with children. The ISA will keep employers up to date regarding anyone barred from working with children. Further guidance on the operation of the ISA will be produced separately.

All new appointments to the schools workforce require a DBS Enhanced Disclosure. If convictions or cautions are revealed through the disclosure, you will need to undertake a risk assessment and decide whether or not you wish to proceed with the appointment.

The final decision lies with the Headteacher and or governing body, for those employed by voluntary aided schools, all decision will need to be put in writing.

No new employee will be permitted to start work at St Bonaventure's Catholic Primary School without a fresh DBS disclosure certificate being obtained.

If Disclosure information gives reasonable grounds to believe that the individual is unsuitable to work with children, the departmental HR Manager must be consulted in order to decide what enquires should be conducted to check the individual's suitability.

5.6 Driving tests for council vehicles (where applicable)

You will liaise with the Transport section to arrange test dates for candidates requiring a driving test for school vehicles. You must supply a cost code. You will be notified when the candidates have passed or failed the test.

5.7 Rehabilitation of Offenders Act (where applicable)

Generally, posts are subject to the Rehabilitation of Offenders Act, which means that a past conviction cannot be taken into consideration after a certain period has lapsed. However, certain posts, e.g. those with substantial involvement with children, are exempt under the Rehabilitation of Offenders 1974 (Exception)(Amendment) Order 2001 and subject to a procedure for checking if a candidate has a criminal record.

All posts in schools require a DBS check and are exempt from the Rehabilitation of Offenders Act.

5.8 List 99 or Appropriate Barring List

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. An organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law.

Schools must therefore ensure that staff working with schools have been checked to see whether they have been barred. The Independent Safeguarding Authority is responsible for maintaining the barred lists. The will carry out an initial check against the list for all applicants to a post within a school on receipt of a pre-employment form from the school using the following link:- <https://secure.mapitandgo.co.uk/sites/bristolcc/index.html>

Checks must be undertaken for all school staff, and you should not allow anyone to begin work without it.

5.9 Overseas applicants

Where the individual has lived outside the United Kingdom, further checks are appropriate, particularly where a DBS check is required. These checks will be need to be undertaken by the school and can include, for example, verifying the individual's references by telephone and seeking criminal record information from their country of origin.

5.10 Withdrawing a job offer

All offers of employment are made on a provisional basis, subject to the clearances outlined above. This means that you are able to legally withdraw an offer of employment should you need to do so. You will need to weigh up the information available before taking a decision.

If you wish to withdraw an offer of employment, you should seek advice from your HR advisor before doing so.

Where:

- The candidate is found to be on a barred list, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or
- An applicant has provided false information in, or in support of, his or her application; or
- There are serious concerns about an applicant's suitability to work with children

The facts must be reported to the police and/or DfES Children's Safeguarding Operations Unit.

You may find it helpful to discuss the details with your HR Adviser.

5.11 Notifying HR

Once all of the recruitment procedures are complete, the set of papers should be sent to the HR Central Operations Team, with the appropriate copy of the provisional appointment form. This must include the application form, references, copy of the provisional offer letter, salary assessment form for teachers and where possible the completed medical, DBS and pension forms. Once satisfactory clearances have been received and a start date confirmed, the school should send the appropriate copy of the completed appointment form to the HR Advisor. The school is responsible for informing Payroll of the appointment, by a Starter/ Change form directly to payroll.

The contract of employment will be issued on the basis of the information provided on therefore it is important that information is completed carefully and accurately. Similarly, Payroll will set up the salary details on the Payroll system based on the schools instructions.

5.12 Salary Assessment

The school is responsible for determining the starting salary of the appointee, in accordance with the conditions of service for the group of staff. Account can be taken of the previous experience of the individual and of the salary level in their current post. For teaching staff, there are very specific rules about pay, and which salary points must be maintained when an employee moves from one post to another. These are set out in the School Teachers' Pay and Conditions Document. Schools must undertake the salary assessment for any new starter in accordance with the conditions of service, the stated intention in the advertisement, and the school's own pay policy.

6. MAINTAINING A SINGLE RECORD

Schools are required to maintain a single record of the recruitment checks for

- all staff who are employed to work at the school and have regular contact with children and any employees that have been appointed since 12 May 2006, whatever level of contact they have with children;
- all staff employed as supply staff to the school whether employed directly by the school or local authority or through an agency and have regular contact with children
- all others who work at the school who have regular contact with children This will cover volunteers, Governors who also work as volunteers within the school, and people brought into the school to provide additional teaching or other experience for pupils but who are not staff members e.g. a specialist sports coach or artist.

The record must indicate whether or not the following have been completed:

- Identity – name, address and date of birth;
- Qualifications – where the qualification is a requirement of the job i.e. those posts where a person must have QTS;
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country;
- List 99 check;
- DBS – for all those who require a check under the guidance and regulation applying at the time they were recruited
- Date that the check was evidenced

More detailed guidance can be found at the website link given below. Please see also 'Safeguarding Children and Safer Recruitment in Schools' paragraph 4.49-4.55

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection>

7 COMPLAINTS

Be aware that an applicant can allege discrimination against a potential employer although there is no direct employment relationship. Formal complaints about the recruitment process should be dealt with through the schools' complaints procedure.

8 OTHER SOURCES OF INFORMATION

- Guide to the Law for School Governors
- http://www.governornet.co.uk/linkAttachments/GTTL_Complete_Jan_2008-v3.pdf
- Safeguarding Children and Safer Recruitment in Education
- <http://publications.teachernet.gov.uk>
- School Staffing regulations 2009
- http://www.opsi.gov.uk/si/si2009/uksi_20092680_en_1