



Queensway Catholic Primary School

Safeguarding Policy

Recruitment and Selection

Adopted by Governing Body on: 26th January 2011

Reviewed by Governing Body on: 24th January 2012

Reviewed by Governing Body on:

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“You are like light for the world.”

(Matthew 5 v 14)

Rationale

This Recruitment and Selection Policy has been produced in line with the DCSF (formerly DfES) guidance 'Safeguarding Children and Safer Recruitment in Education' (January 2007). This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

Recruitment and selection policy statement

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

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

Purpose

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

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

Scope

The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff. Where a Head Teacher or Deputy Head Teacher is being appointed the Governing Body will consult with the Diocese about the recruitment process.

The measures described within this policy should be applied in relation to everyone who works within the school who is likely to be perceived by the children as a safe and trustworthy adult. This includes people who regularly work in the school when the pupils are present, who may not have direct contact with children as a result of their job e.g. staff employed by contractors, and unpaid volunteers.

The ultimate responsibility for recruitment and selection lies with the Governing Body, who should ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers. The normal expectation is for the Head Teacher to lead the process of making staff appointments outside of the leadership group. Governors lead the process of making appointments to the leadership group.

Head Teachers should ensure that policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

Aims and Objectives

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

To ensure a consistent and equitable approach to the appointment and payment of all school based staff.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marriage and civil partnership, gender reassignment and sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The job description and person specification are essential tools and will be used throughout the process
- All support staff roles are to be evaluated in line within the principals set by Job Evaluation
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. It is recommended that at least one panel member should have received training on the recruitment and selection process through the NCSL online training package
- Selection should be based on a minimum of completed application form, shortlisting and interview
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Equality Act 2010 makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

Equal Opportunities

The School is committed to providing equality opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, ethnicity, sex, religion/belief, age, disability, marriage and civil partnership and sexual orientation. The School acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

Safer Recruitment – Recruitment and Selection Training

Safer Recruitment is an online training package developed for Head Teachers and governors, which aims to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children.

It is recommended that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process.

Pre-recruitment Process

Objective

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees.
- Give successful applicants a clear understanding of the post, grade and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

Application Form

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

Job Description and Person Specification

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post. These are required to be matched to an appropriate job profile to ensure appropriate grading of the post. If a new role within a school they must be sent to the Job Evaluation team for a grade to be provided inline with Job Evaluation.

References

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, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

The use of reference pro formas can help achieve that.

Interviews

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

Interview Panel

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

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (it is recommended that at least one member of interview panels in schools should have undertaken the training 'Safer Recruitment')
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the Interview

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

- the candidate's attitude toward children and young people;
- his/her ability to support the schools agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

Conditional Offer of Appointment: Pre Appointment Checks

An offer of appointment to the successful candidate is be conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received);
- verification of the candidate's identity (if that could not be verified straight after the interview)
- verification of the candidate's medical fitness (Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DCSF - Circular 4/99)
- verification of qualifications (if not verified after the interview);
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- a check of DCSF List 99 and a satisfactory CRB Enhanced Disclosure, plus, if the successful candidate has been recruited from, or worked overseas, a certificate of good conduct or criminal record check from that country's representative (see Appendix 8).
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non teaching posts) satisfactory completion of the probationary period, if applicable.
- Verification of eligibility to work in the UK.

The school will liaise with Human Resources in order to follow relevant CRB guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process.

All checks should be:

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

Where:

- the candidate is found to be on List 99 or the PoCA List, or the CRB 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/her application; or,
- there are serious concerns about an applicant's suitability to work with children, the facts should be reported to the police and/or the DCSF Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

Post Appointment Induction

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

For further information please refer to the Guidance document, the DCSF document "Safeguarding Children and Safer Recruitment in Education Settings – 1st January 2007", or contact Human Resources.

Recruitment and Selection Guidance for Schools

Introduction

This section is to give guidance on the key points within the Recruitment and Selection policy. The key points addressed in this section are:

- Equal Opportunities
- Recruitment and Selection Training
- Pre-recruitment Process
- Job Evaluation and Schools Job Profiles
- Interviews
- Conditional Offer of Appointment
- Single Central Record
- Maintaining a Safer Culture
- Volunteers
- Governors
- Contractors
- Agency and Supply Teachers

Equal Opportunities

Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Therefore, our aim should be that every internal and external applicant for a job within the School is considered against criteria, which relate only to the requirements of the job.

Discrimination against Applicants

Unlike virtually all other employment legislation, an applicant can allege discrimination against an employer although there is no direct employment relationship.

Discrimination on the grounds of age, race, disability, religion/belief, sex, marriage and civil partnerships and gender reassignment

Those involved in recruitment should be aware that under the Equalities Act 2010, it is unlawful to discriminate on the basis of the above protected characteristics

Unlawful discrimination could be found in:

- The offer of that employment, e.g. if it were implied that applications from persons of one sex or race, religion/belief, or from married people or those who have undergone, are undergoing or are intending to undergo a process or part of a process for the

purpose of reassigning the persons sex, would not be considered (unless a genuine occupational qualification applies).

- The terms on which employment is offered, or
- Refusing or deliberately omitting, to offer employment, such as deliberate omission from a shortlist on grounds of sex, disability, age, race, marital status, religion/belief or gender reassignment.

Legal exceptions to the above where there is a genuine occupational qualification are:

- where the job needs to be held by a man or woman to preserve decency.
- where the essential nature of the job calls for a man or woman by reason of his or her physiology.
- Where being of a particular racial group is a genuine occupational qualification e.g. providing care/welfare services to a racial group and those services can be best provided by a member of that racial group.
- The religious character of the school

Under the Equality Act 2010 there is also a requirement of equal treatment for men and women, with including pay where women and men are employed to do like work in the same employment.

Discrimination in recruitment on the grounds of disability

The Equality Act 2010 requires employers to eliminate discrimination against disabled people at all levels. Disability is defined as a physical or mental impairment having a substantial and long-term adverse effect on the ability of the person to carry out normal day to day activities. If a disabled person is treated less favourably for a reason that relates to his or her disability, or there is a failure to make reasonable adjustment in these circumstances it will be seen as unlawful discrimination. The adjustments should be such that disabled persons are not placed at a substantial disadvantage to able-bodied employee. For example:

For the purposes of selection:

- Ask candidates about any special arrangements they require for the interview prior to the day, such as disabled persons' parking, assistance from their car to the interview room, etc.
- Ensure the interview room is appropriate i.e. ground level (or has a functional lift), is easily accessible for a wheelchair user, has a clear path from the door to the candidates seat, is not unduly noisy and has adequate lighting. Under the Equality Act 2010 there is a requirement to make reasonable adjustments. It would be reasonable for an

applicant with a hearing or speech impairment to be allowed to bring an interpreter or be provided with an induction loop to aid hearing and or a written copy of the questions to be asked during the interview, etc.

Applicants are invited to provide information about and specific arrangements they require to enable a fair selection process. This should also be contained in the letter inviting the candidate to interview. The following steps should be followed if there is a disabled applicant:

- Alert both reception and other members of the interviewing panel.
- Modify procedures for testing or assessment.
- Provide a reader or interpreter.

When appointing a successful candidate with a disability, consider the need for:

- Making adjustments to the premises.
- Altering the working hours.
- Arranging for him or her to be given training.
- Acquiring or modifying equipment.
- Modifying instructions/reference manuals.
- Providing supervision.

For further advice regarding employing people with disabilities call Human Resources.

Discrimination on the grounds of age

Discrimination on the grounds of age affects people of all age groups. Age discrimination is a combination of several unconscious attitudes and habits that add up to exclusion on grounds of age. These can include:

- Stereotypes and assumptions about people of defined age groups rather than treating them on their individual merits.
- Perceptions that older workers cost more.
- Undervaluing the skill and experience which older workers can provide.
- A view that older people may be less willing to train, harder to train or unlikely to remain long enough to justify the training investment.
- A view that young people may be irresponsible or lack commitment.

Age related criteria should not be used in advertisements or person specifications.

Discrimination based on trade union membership

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

- He or she is or is not a member of a trade union.
- He or she is unwilling to become or cease to become a member of a trade union.

Recruitment and Selection Training

Safer Recruitment

Safer Recruitment is an online training package developed for Head Teachers and governors, which aims to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children.

To access the training please log on to:

http://www.ncsl.org.uk/managing_your_school/safer-recruitment/index.cfm

It is recommended that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process.

Pre-recruitment Process

Objective

The objective of the recruitment process is to attract, select, pay and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees.
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the commitment to safeguard children.

Recruitment Planning and Advertising

Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. It is an opportunity to consider other arrangements such as job sharing or part-time hours. If a Fixed Term Contract is considered appropriate advice is available from Human Resources regarding the possible implications. It is also essential to plan the recruitment exercise itself.

Adopting a structured recruitment process will:

- minimise the risk of appointing someone unsuitable
- ensure the capabilities and conduct of new staff
- enable the school can 'track' a process and ensure all relevant steps are taken
- ensure written records of procedures are available for future reference if required

As a result, it will help avoid making common errors in recruitment practice, such as:

- making assumptions about an individual's suitability without written evidence
- using a variety of recruitment procedures or a piecemeal approach depending on the post or individual. A well defined process can be applied consistently
- over reliance on personal judgements. Good recruitment practice is not a solitary activity. It always benefits from the support and advice of those professionals available to you in the event of any uncertainty

All posts should be advertised internally within the school (those on maternity and long term absences must be made aware of all suitable vacancies) and externally where appropriate. All Head Teacher and Deputy Head Teacher posts must be advertised in a printed publication circulated nationally.

Occasionally a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a temporary appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long terms sickness absence.

Where the need for a temporary or fixed term post becomes a permanent one, then the governing body will need to consider whether it is appropriate for the temporary post holder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post initially being temporary, any subsequent changes in the needs of the school and the original recruitment process that was undertaken. Please contact Human Resources for advice on Fixed Term Contracts.

In line with DCSF (formerly DfES) guidance the paragraph below should be included in all Publicity materials, Entries on Recruitment websites, Advertisements, Candidate Information packs, Person specifications, Job descriptions, Competency frameworks, Induction training materials

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

Job Description and Person Specification

The job description and person specification will need careful thought and drafting. It is also good practice to make sure at the outset that all the other material, e.g. the application form, and

information/guidance for applicants that will form part of the pack to be sent to prospective applicants is up-to-date, and clearly sets out the extent of the relationships/ contact with children and the degree of responsibility for children that the person will have in the position to be filled. (N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.)

The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.

A job description should include:

- The job purpose – why the job exists
- An Organisation structure - to show where the role is placed within the school
- The main duties and responsibilities of the post
- The individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with. N.B. all work in a school involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post
- The grade of the post.

Person Specification should include:

- the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- the competencies and qualities that the successful candidate should be able to demonstrate; and,
- explain how these requirements will be tested and assessed during the selection process.

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

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.
- Explain that if the applicant is short listed any relevant issues arising from his/her references will be taken up at interview.

Care should be taken to ensure that any discriminatory requirements are not included such as:

- Age limits

- Physical requirements should only be specified where it could be demonstrated that physical strength is required. Statements such as 'must be energetic' for a job mainly sedentary should be avoided

Advertising

Advertisements should be clear and state briefly:

- The job title
- The grade of the post
- Number of hours
- Whether available for job share
- Job Requirement, if not explicit in the job title
- Essential criteria for job applicants
- A brief description of the school
- Job Location
- Contract Terms, permanent or fixed term
- How to apply, e.g. friendly, explicit, easy to follow instructions on what the applicant must do to apply for the job and closing date
- Name of the person advertising the job with a telephone number to call if the applicant wants to find out more information

When a vacancy is advertised, the advertisement should include a statement similar to: *'this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore the successful applicant will be required to undertake a criminal record check via the CRB'*. There should also be included the usual details of the post and salary and qualifications required.

Application Form

A standard application form produced by the LA should be used to obtain a common set of core data from all applicants. It is not good practice to accept curriculum vitae drawn up by applicants in place of an application form because these will only contain the information the applicant wishes to present and may omit relevant details.

Information Pack to Candidates

The pack should include a copy of:

- the application form;
- the job description, and person specification;
- any relevant information about the LA and School and the recruitment process, and statements of relevant policies such as the authority/school's policy about equal opportunities, the recruitment of ex-offenders, etc. ;
- the School's Child Protection Policy Statement;

- a statement of the terms and conditions relating to the post;
- a copy of the reference request that will be sent to previous employers to enable applicants to be alert them to the information requested.

Scrutinising and Shortlisting

All applications should be scrutinised to ensure that they are fully and properly completed. That the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment.

Incomplete applications should not be accepted and should be returned for completion.

Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.

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, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

References

Requesting a reference

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.

Do not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern". There have been instances of candidates forging references, also open references/ testimonials might be the result of a "compromise agreement" and are unlikely to include any adverse comments.

Ideally, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

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.

All requests for references should seek objective verifiable information and not subjective opinion. The use of reference pro formas can help achieve that. A copy of the job description and person specification for the post for which the person is applying should be included with all requests, and every request should ask:

- about the referee's relationship with the candidate, e.g. did they have a working relationship: if so what; how long has the referee known the candidate, and in what capacity;
- whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post, and how s/he has demonstrated that s/he meets the person specification;
- whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and the reasons why the referee believes the person might be unsuitable; and should remind the referee that:
- they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission;
- and relevant factual content of the reference may be discussed with the applicant.

In addition to the above, requests addressed to a candidate's current employer, or a previous, employer in work with children, should also seek:

- confirmation of details of the applicant's current post and salary
- specific verifiable comments about the applicant's performance history and conduct;
- details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

On receipt references should be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate.

It is essential that written references are verbally verified on receipt and this is recorded on both the application form and reference form before employment commences.

The information given should also be compared with 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 by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised, are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily.

A history of repeated concerns or allegations over time is also likely to give cause for concern.

If the applicant is not currently employed as a teacher it is advisable to check with the school/education establishment they were last employed in and reasons for leaving.

Other Checks Before Interview

If a short listed applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer and asking for written confirmation of the facts.

Involving Pupils

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff.

Interviews

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

Invitation to Interview

When arranging interviews a reasonable amount of notice must be given to the candidates and dates arranged with the rest of the interviewing panel. Timetables should be arranged in advance and the dates issued with the recruitment pack.

Arrangements should also be made for the unexpected, i.e. replacements for interviewing panel in the case of sickness.

In addition to the arrangements for interviews - time and place, directions to the venue, membership of the interview panel - the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. Enclosing a copy of the person specification can usefully draw attention to the relevant information.

The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and the applicant may be required to complete an application for a CRB Enhanced Disclosure straight away. Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy CRB requirements, i.e. either a current driving licence or passport including a photograph, or a 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 should also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body.

N.B. 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 must be kept for the personnel file.

Interview Panel

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

The members of the panel should:

- have the necessary authority to make decisions about appointments;

- be appropriately trained, (it is recommended that one member of the interview panels in schools should have undertaken the training 'Safer Recruitment')
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

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

Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Avoid any questions which may be construed to be discriminatory e.g. questions relating to health, marital status, care responsibilities, either directly towards the individual or by their association with another person e.g. disabled child, dependant.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the Interview

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

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions

that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

It is recommended that copies of any notes relating to your shortlisting and interview decisions should be retained for 12 months, as a minimum they must be retained for at least 6 months. Should any candidate complain of unfair selection or discrimination these notes should be referred to.

Conditional Offer of Appointment: Pre Appointment Checks

An offer of appointment to the successful candidate is conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received);
- verification of the candidate's identity (if that could not be verified straight after the interview)
- verification of the candidate's medical fitness (Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DCSF - Circular 4/99)
- verification of qualifications (if not verified after the interview);
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- a check of DCSF List 99 and a satisfactory CRB Enhanced Disclosure, plus, if the successful candidate has been recruited from, or worked overseas, a certificate of good conduct or criminal record check from that country's representative.
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for none teaching posts) satisfactory completion of the probationary period, if applicable
- Verification of eligibility to be employed in the UK

The school will liaise with Human Resources in order to follow relevant CRB guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the Disclosure conviction information supplied is different from the information supplied by the applicant on their original job application ask the applicant to explain this. (It can be the case that an applicant may have forgotten or incorrectly remembered information on convictions they have because they occurred a long time ago or the applicant was young when the offences occurred). If a judgement is reached that the applicant deliberately falsified the information supplied on the job application this can be taken into account when considering whether the job

offer will be withdrawn. It is normal policy that any deliberate falsification of an application, in any respect, will debar an applicant from appointment.

All checks should be:

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

Where:

- the candidate is found to be on List 99 or the PoCA List, or the CRB 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/her application; or,
 - there are serious concerns about an applicant's suitability to work with children, the facts should be reported to the police and/or the DCSF Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) .
- For further information on CRB checks please refer to Appendix 8.

Unsuccessful candidates

Unsuccessful candidates should be contacted as soon as possible. It is good practice to provide feedback where requested, for example:

- Start positively thanking them for attending the interview.
- Tell the candidate why they were unsuccessful, i.e. it was felt they did not have the necessary skills or enough knowledge for the job and that the successful candidate had previous experience for that particular role.
- Take care not to make any discriminatory remarks. Any feedback should only relate to the person specification and job description, remaining tactful to ensure feelings are not hurt.
- The feedback should aim to help the candidate in future interviews, not to damage confidence.

Please refer to Appendix 6 for example unsuccessful letters.

Post Appointment Induction

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. The purpose of induction is to:

- provide training and information about the establishment's policies and procedures;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school; and,

- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and,
- other relevant employment policies and procedures e.g. disciplinary, capability, equal opportunities policy and whistle-blowing.
- the programme should also include attendance at child protection training appropriate to the person's role.

Single Central Record

In addition to various staff records which are kept as part of normal business, schools must also keep and maintain a single central record of recruitment and vetting checks. Schools must have a record of the following people:-

- All staff who are employed to work at the school
- All staff who are employed as supply staff to the school, whether employed directly by the school, LA or through an agency
- The record should also include all others who have been chose by the school to work in 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 instruction for pupils but who are not staff members, e.g. a specialist sports coach or artist.

The record must be in place from 1st January 2007 for all staff and other relevant individuals (as described above) appointed or chosen on or after that date. By 1st April 2007 the record must include all current staff and relevant individuals appointed or chosen before 1st January 2007.

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

- Identity checks
- Qualification checks for any qualification legally required for the job. Additionally, for those applying for teaching posts, registration check with the GTC where appropriate
- Checks of permission to work in the UK

- List 99 checks
- CRB Enhanced Disclosure, **and**
- Further overseas criminal records checks where appropriate
- The record must also show the date on which each check was completed or the relevant certificate obtained, and should show who carried out the check.

Maintaining a Safer Culture

The need for continued awareness of safeguarding issues has been reinforced throughout this document. It is important that all staff in an establishment have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Also that staff, pupils, and parents feel confident that they can raise issues /concerns about the safety or welfare of children, and that they will be listened to and taken seriously. That can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all;
- appropriate induction and training;
- regular briefing and discussion of relevant issues; and,
- including relevant material from the framework for Personal Social and Health Education in the curriculum.
- ensuring all those working with children in education settings are familiar with the good practice guidance which can be found in Annex A of "Safeguarding Children and Safer Recruitment in Education – 1st January 2007".
- a clear reporting system if a pupil, learner, member of staff or other person has concerns about the safety of children.

Volunteers

Volunteers are also seen by children as safe and trustworthy adults, and when the school is actively seeking governors and other volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff. In other circumstances, for example where the school approaches a parent who is well known to the school to take on a particular role, a streamlined procedure can be adopted - seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the person's aptitude and suitability, and undertaking a List 99 and a Criminal Record Bureau (CRB) Enhanced Disclosure. In other circumstances, e.g. where a volunteer's role will be "one -off" - accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school, e.g. sports coaches

from a local club, the school should obtain assurance from that organisation that the person has been properly vetted.

Under no circumstances must a volunteer who has not obtained a CRB Disclosure, because perhaps he or she does not require a Disclosure due to infrequent contact with children, be left unsupervised with children.

Governors

In line with other volunteers, governors in positions that include regular work in the presence of children, or who care for, train, supervise or are in sole charge of children should be asked to obtain an Enhanced CRB Disclosure. In addition, any governor giving cause for concern should also be asked to obtain an Enhanced Disclosure. All others should be asked to sign a declaration confirming their suitability to fulfil the role.

Contractors

Building contractors: Children should not be allowed in areas where builders are working for health and safety reasons, so these workers should have no contact with children. However, the school should ensure that arrangements are in place with contractors, via the contract where possible, to make sure that any of the contractors' staff that come into contact with children undergo appropriate checks.

PFI and Other Contractors: PFI contract staff, for example caretakers and catering staff, must be checked by the contractor in the same way as school employees (i.e. with a CRB Disclosure), and such requirements form part of the contract. The outcome of such checks must be notified to the local authority. The contractor is also responsible for ensuring that the same procedures are followed by any sub contractors. The contractor must provide the LA with a list of its direct employees and those of any sub-contractors at least 20 days before they start work on site.

Agency/Supply Teachers

Where supply staff are employed directly by the school, the school must complete all relevant checks as for other employed staff.

Before taking on a member of supply staff provided by an agency the school must obtain written confirmation from the agency that the checks the school is required to carry out for its own employees have been undertaken by the agency. The notification from the agency must confirm that relevant CRB Disclosures have been requested for that individual, whether or not the Disclosure has been received, and if received, whether it included any disclosed information. Where there is disclosed information, the school must obtain a copy of the disclosure from the agency. If the CRB has not yet been received by the agency, the school must require the agency to notify it of the content as soon as the disclosure is received.

If the Disclosure refers to the existence of information additional to what is on the face of the Disclosure, the supply agency cannot provide the school with a copy of that information. The school, if they want to engage the person, should carry out a repeat CRB disclosure and not employ the person until they receive the new Disclosure.

Where an individual is provided by an agency, the school must check that the person who comes to them is the person referred by the agency by carrying out the identity checks as for other employees.

For supply staff provided through a supply agency the school will need written confirmation from the supply agency that it has satisfactorily completed the relevant employment checks. The school does not need to carry out these checks itself except where there is information contained in the CRB Disclosure.

The LA has agencies as preferred suppliers, whose processes have been rigorously evaluated by the Authority to comply with DCSF requirements. Please check with Human Resources for an up to date list of supply agencies.

Where a teacher is directly employed following a period of agency working it is essential that the school carries out all of the checks normally conducted on a new employee.