



LEGRA
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Safer Recruitment Policy

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SAFER RECRUITMENT POLICY

CONTENTS

PAGE NO:

1.	Introduction.....	3
2.	Policy Statement.....	3
3.	Scope	3
4.	Roles and Responsibilities.....	4
5.	The Recruitment Procedure	4
5.1.	Pre-advertisement.....	5
5.1.1	Identifying a vacancy	5
5.1.2	Job Descriptions/Person Specifications	5
5.1.3	Setting timescales	5
5.1.4	Recruitment pack.....	5
5.1.5	Visits	6
5.2.	Advertising	6
5.3.	Application	6
5.3.1	Application Form.....	6
5.3.2	Recruitment Monitoring Form.....	6
5.3.3	Acknowledgement	7
5.4.	Shortlisting	7
5.4.1	Invitation to interview.....	7
5.5	Selection process	7
5.6.	Employment Offer	8
5.7.	Induction and Probation.....	9
5.7.1	Induction	9
5.7.2	Probation.....	9
5.8	Record Retention/Data Protection	9
5.8.1	Selection Records	9
5.8.2	Personal File Records	9
6.	Engaging Volunteers.....	10
6.1	Interviewing Volunteers	10
6.3	Role Profiles.....	10
6.4	Safeguarding checks	11
6.5	Induction, information and training.....	11
	Appendix A	12
	Recruitment and Selection Policy Statement.....	12
	Appendix B	15
	Summary of Recruitment Procedure	15
	Appendix C(i).....	16
	Job Descriptions.....	16
	Job Description Template	16
	Appendix C(ii).....	17
	Person Specification	17
	Person Specification Template	18
	Appendix D.....	20
	Resignation Dates	20
	Appendix E	21
	Shortlisting.....	21

Appendix F	22
Model letter Inviting Candidates for Interview (email can also be used as preferred method of contact)	22
Appendix G	23
Running the Selection Process.....	23
Appendix H.....	24
Interviewing	24
2. Planning the interview.....	24
3. Involving pupils.....	24
4. Interview Questions.....	25
5. At interview	26
Appendix I	27
Induction.....	27

Recruitment Policy

1. Introduction

This document sets out the safer recruitment and selection procedures which will be followed at the academy and provides employees who have responsibility for recruitment and selection with guidance on legal requirements and best practice.

2. Policy Statement

The Academy's Recruitment & Selection Policy Statement is at **Appendix A**.

As part of its commitment to safeguarding and promoting the welfare of children and young people, a range of pre-employment checks will be undertaken on employees and volunteers and there is a requirement on external organisations providing workers to do the same. Details of these checks can be found in the Pre-Employment Checks Procedure.

These requirements are summarised in the Recruitment & Selection Policy Statement and more detail can be found at Appendix A.

3. Scope

Children are likely to perceive all adults in the academy as safe and trustworthy adults. The principles described in this policy will therefore be applied in relation to everyone who applies to work in the academy including:

- staff employed on a permanent basis,
- temporary and casual staff
- unpaid volunteers (see Section 6)
- overseas workers (guidance available from UK Border Agency www.ukba.homeoffice.gov.uk)

- those employed by external organisations such as supply agencies (see Section 7)
- where appropriate contractors and self-employed persons.

4. Roles and Responsibilities

4.1 It is the responsibility of the governing body to:

- ensure there are effective policies and procedures in place for the safe recruitment of all staff and volunteers and for the engagement of other adults in accordance with DfE guidance and legal requirements;
- monitor compliance with those policies and procedure;
- elect a selection panel of at least three of its members for the appointment of Principals and Vice Principals.

4.2 It is the responsibility of the CEO Legra Trust, and other managers involved in recruitment to:

- ensure that safe recruitment procedures are in operation and make sure all appropriate checks are carried out on all staff, volunteers and others engaged to work;
- ensure contractors' and agencies' compliance with this document;
- secure and promote the welfare of children at every stage of the process.

4.3 It is the responsibility of all potential and existing workers, including volunteers to comply with this document.

4.4 It is the responsibility of all contractors and agencies to comply with safe recruitment pre-employment checks.

4.5 It is the responsibility of the HR Consultant to liaise directly with the DBS service to:

- deal with the administration of the disclosure system for all employees, volunteers and sub-contractors
- maintain the internal list to record this data

4.6 Delegated Authority

The Governing Body has delegated authority to the CEO Legra Trust to lead in all staff appointments

4.6.1. The CEO Legra Trust may delegate the selection process of staff outside of the leadership group to other managers, but remains responsible for the decision to appoint

5. The Recruitment Procedure

Please see **Appendix B** for a flow chart summarising the procedure. Further key details are provided below.

See also section 6 for recruitment procedures for volunteers.

5.1. Pre-advertisement

5.1.1 Identifying a vacancy

The recruitment process starts as soon as a vacancy has been identified. Before any action is initiated, careful consideration will be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

5.1.2 Job Descriptions/Person Specifications

A job description and person specification will be drawn up for all posts. The job description will provide a framework of expectations and will define the purpose, scope and the principal duties and responsibilities of the role. The person specification will enable applicants to assess themselves for the job and provides a benchmark for judging suitability. All work involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Job Descriptions and Person Specifications will clearly set out the extent of the relationships/contact with children and the degree of responsibility for children for each post.

The job description and person specification will be used throughout the recruitment process to develop the shortlisting and selection criteria.

The salary for the job will be evaluated at this point and the actual salary will be advertised.

See **Appendix C** for more information and templates.

5.1.3 Setting timescales

It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not overlooked.

The length of the recruitment process varies depending on the type of vacancy (e.g. teaching/support staff), the frequency of the desired publication (e.g. daily, weekly, fortnightly, monthly), whether it is necessary to advertise both internally and externally, the requirement for a work permit, availability of staff and the length of the individual's notice period. See **Appendix D**.

5.1.4 Recruitment pack

The recruitment pack will vary according to the post but will consist, as a minimum, of:

- Application form
- Job Description
- Person Specification
- The Recruitment and Selection Policy statement.

The pack may also include other relevant information i.e. covering letter, prospectus, map etc.

5.1.5 Visits

Informal discussions and visits prior to application are welcomed by prior arrangement.

5.2. Advertising

To ensure equality of opportunity, all vacant posts will be advertised to encourage as wide a field of candidates as possible, normally this will entail an external advertisement.

However, where there is a reasonable expectation that there are sufficient qualified and experienced internal candidates, or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

Principal posts will be advertised nationally, using relevant media, unless the governing body can show good reason not to do so.

5.3. Application

5.3.1 Application Form

A standard application form is used for all vacancies. Alternate format application forms will be accepted from disabled applicants, but such applicants must provide all of the information required by the standard application form. Curriculum vitae's will be accepted, however if the candidate is considered suitable they will be asked to complete a standard application form.

All parts of the application form must be completed and the form signed by the candidate. Where applicants submit an on-line application they will be asked to sign a paper copy. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate. Where an applicant is shortlisted, any discrepancies or gaps in employment will be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in the application being rejected or, in summary dismissal if the applicant has been selected and possible referral to the police.

5.3.2 Recruitment Monitoring Form

There is a requirement to monitor certain aspects of employment practices including monitoring the ethnicity, disability and gender of employees and applicants. As part of the application process therefore, individuals will be asked to complete a Recruitment Monitoring Information form. Completion of the form will ensure that policy and procedures are effective in avoiding discrimination and promoting

equal opportunities in recruitment. However, the completion of the form is voluntary and therefore candidates are not obliged to complete it.

The recruitment monitoring information does not form part of the selection process and will be detached from the application form prior to shortlisting. The information provided will be used for monitoring and statistical data purposes only. Required reporting of this data will be on an anonymous basis.

5.3.3 Acknowledgement

Due to limited resources and the large number of applications often received, only shortlisted candidates will be notified of the outcome of their application.

5.4. Shortlisting

Shortlisting will take place as soon as possible after the closing date. Shortlisting will be undertaken by the selection panel normally consisting of at least two individuals (three in the case of Principal or Vice Principals). At least one member of all selection panels will have undertaken the required Safer Recruitment Assessment

See **Appendix E** for more information.

5.4.1 Invitation to interview

Once the shortlist has been decided the shortlisted candidates will be notified as soon as possible. Invitation to interview will be confirmed in writing. Adequate time should be allowed between invitation and interview to allow candidates adequate time to prepare for their interview.

The invitation to interview letter should include asking whether the candidate has any special requirements to enable them to participate in the process.

See **Appendix F** for a model invite to interview letter.

5.5 Selection process

The selection process will, as a minimum, consist of a face to face interview even where there is only one candidate and including for internal appointments and promotions and volunteers.

Where appropriate, the selection process may include additional activities such as in-tray exercises, group activities, presentations, pupil panels or observed assemblies/teaching.

The table at Appendix G outlines exercises that could be used as part of a selection process. Candidates will be informed which of the exercises will be used in the selection process.

The process will assess the merits of each candidate against the job requirements (i.e. job description and person specification), and explore their suitability to work with children. In accordance with the Equalities Act 2010, the interview panel should not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place where appropriate.

Full details of the selection process (i.e. details of the interview and any additional selection exercises) will be notified to the applicant in the invitation to interview letter. Applicants will also be notified of the need to bring appropriate documentary identification to the interview which is required for the pre-employment checks.

See **Appendix H** for more information

5.6. Employment Offer

The choice of candidate will be determined by the majority view from the interview panel. The panel may identify a first and second choice candidate.

The successful applicant will be advised that they are the preferred candidate. A contract cannot be issued until all pre-employment checks have been completed. A conditional offer may be made pending DBS clearance and satisfactory references. The candidate will be advised of the DBS process and if they subscribe to the update service they will be required to give sufficient detail for an on-line check to be made.

If the preferred candidate accepts the conditional offer verbally a provisional start date can be agreed. Offers will be confirmed in writing.

Once all pre-employment checks have been satisfactorily received, a contract of employment will be made and the contract of employment will be issued. The contract will be issued as soon as possible but in all circumstances within 8 weeks of employment commencing.

Full guidance on pre-employment checks, including assessing suitability in the event of a positive DBS disclosure, is contained in the Pre-employment Checks Procedure.

If the preferred candidate does not accept the post, the panel will consider the option of contacting the second choice candidate. This will only be done where this candidate meets the criteria for the role.

Unsuccessful candidates will be advised accordingly. All candidates will be offered feedback on their interview/selection.

In the case of both Principal and Vice Principal appointments, it is a statutory requirement for the full governing body to approve the recommendation of the selection panel that their chosen candidate be appointed.

5.7. Induction and Probation

5.7.1 Induction

All Teaching Staff are required to have satisfactorily completed their statutory induction period, or, if they are a Newly Qualified Teacher, are subject to the requirement to complete the statutory induction period.

All new employees, internally promoted staff and volunteers will be provided with an induction program, which will seek to ensure that they are clear about their job and feel secure about what they should be doing. Any training and development needs will be identified and supported appropriately.

See **Appendix J** for more information

5.7.2 Probation

A probationary period applies to all newly appointed staff, except those Newly Qualified Teachers to whom the Teachers' Statutory Induction Period is applied.

See the Probation Procedure for more detail.

5.8 Record Retention/Data Protection

5.8.1 Selection Records

Interview notes on all applicants will be retained for a 3 month period, after which time, these records will be destroyed (i.e. shredded). The 3 month retention period will allow the academy to deal with any data access requests and respond to any complaints raised at an Employment Tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the chair of the interview panel/Headteacher within 3 months from the date of interview.

5.8.2 Personal File Records

For the successful candidate, the following information will be retained and will make up part of the employee's personal file:

- Application form
- Proof of identity
- Proof of academic qualifications
- Certificate of good conduct (if applicable)
- Fitness to work statement
- Evidence of the DBS (eg DBS certificate number and date but not details of the content on the certificate)
- Evidence of proof to work in the UK

6. Engaging Volunteers

The academy values the contribution that volunteers make to its community and recognises the positive impact they can have on pupils' learning, experiences and wellbeing.

Volunteers are seen by children as safe and trustworthy adults and the same high standards of safer recruitment principles and processes are applied to volunteers as are applied to paid staff.

New volunteers undertaking Regulated Activity must be DBS checked - details of what constitutes Regulated Activity and guidance on what is not a Regulated Activity because it is done on a voluntary basis **and** is supervised are in the Pre-employment Checks Procedure. It is important to refer to this guidance as there is specific DfE Statutory Guidance on supervision.

6.1 Interviewing Volunteers

Volunteers will be asked to have a discussion with the Principal or other manager prior to commencing their role. This will not be a formal interview but will provide:

The academy with:

- an opportunity to explain the workings of the academy and how volunteers fit into that;
- time to ask volunteers for the factual information needed to make a successful placement including any safeguard checks;
- the opportunity to explore their suitability to work with children, including their motivation to work with children and their ability to form and maintain appropriate relationships and personal boundaries;
- an opportunity to determine whether any special health, safety and welfare criteria need to be met.

The volunteer with:

- the opportunity to find out more about the nature of the work;
- information to decide how best they can make a contribution, using their skills and experience;
- how much time they want to commit.

6.3 Role Profiles

Volunteers will be given clear and simple description of the roles and boundaries of the voluntary activity.

It is acknowledged that by its very nature, volunteering does not place the same obligations on an individual in terms of attendance etc. as a paid employee. However, it is very much hoped that volunteers will fulfil their commitment as agreed between themselves and the academy - this includes consistent attendance and undertaking the agreed tasks.

6.4 Safeguarding checks

All Volunteers will undergo an enhanced DBS check prior to their commencement of any volunteering work.

6.5 Induction, information and training

All new volunteers will undertake a suitable induction programme. This may involve discussions with staff and some reading – for which assistance can be provided as necessary. It is essential that volunteers are familiar with key policies including the Code of Conduct, behaviour management, safeguarding and health and safety policies. On-going guidance and training will be provided for volunteers that are relevant to the voluntary activity in which they are engaged, including the safe use of any work equipment, safe working environment etc.

7. Agency and other workers

It is expected that the same standards of safer recruitment will be applied by external bodies providing workers or volunteers to the school/academy.

External bodies will be required to provide written confirmation that relevant safer recruitment and other relevant pre-employment checks have been undertaken and this will be recorded on the Single Central Record.

All workers and volunteers will be required to provide evidence of their identity when first arriving on the premises and to sign in on each visit.

All workers and volunteers will be provided with an induction into key policies and procedures and expects everyone to comply with these.

Appendix A

Recruitment and Selection Policy Statement

1. The Governing Body/Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Body/Trustees recognise the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references
 - verification of the candidate's identity
 - a satisfactory DBS disclosure.
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of statutory induction period and barred teaching check

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

All applicants will be required to under a DBS check for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Governing Body/Trustees are committed to ensuring that people who have convictions/cautions/reprimands on their record, are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were not disclosed this could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness.

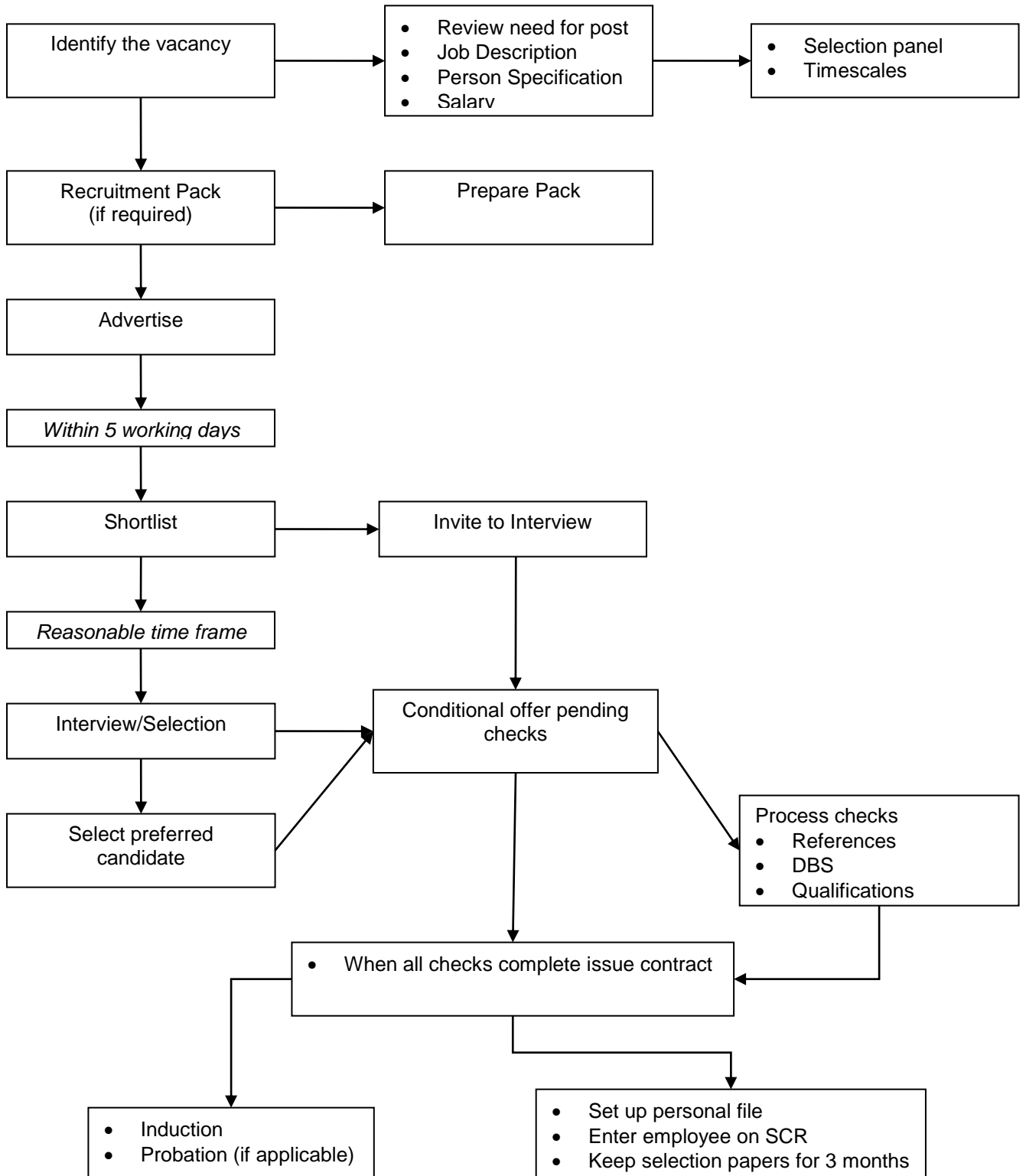
When making a recruitment decision The Governing Body/Trustees will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Body is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

Appendix B

Summary of Recruitment Procedure



Appendix C(i) Job Descriptions

The Job Description should define the purpose, the scope and the principal duties and responsibilities of the role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The job description should also include a safe recruitment statement

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

For new support staff posts that do not match the model job descriptions, the school should seek a job evaluation before the recruitment process begins in order to assess the correct grade for the post.

Job Description Template

Job Title	
Reports to	<i>(the post's line manager)</i>
Responsible for	<i>(any positions this post manages)</i>
Liaison with	<i>(key people the post works with – internal and external)</i>
Job Purpose	<i>(very brief summary of the overall purpose of the job)</i>
Principal Accountabilities	<i>(two or three bullets of the main areas of responsibility/work)</i>
Duties	<i>(list only key tasks. these could be under subheadings)</i>
General	<p><i>(there are some general statements which should be in all job description):</i></p> <ul style="list-style-type: none"> • <i>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</i> • <i>To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace</i> • <i>Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</i> • <i>The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</i>

Appendix C(ii)

Person Specification

The person specification will require careful thought and drafting. It sets out the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. It is a very important document and should be used throughout the recruitment process to develop the advert, shortlisting and selection criteria. There should be no requirements which are not clearly related to duties, there should be no unnecessary conditions or standards, nor use of words which imply a bias of any kind which are not justifiable. Criteria should be job related and ability-based. The person specification should only request genuine and justifiable requirements that give equality of opportunity for all, for example, asking for a specific number of years experience may discriminate against younger applicants.

The skills, qualities, qualifications and knowledge detailed in the person specification will assist the manager to compile the advert, to shortlist and then to interview by providing selection criteria against which candidates skills, etc. can be compared and assessed.

The person specification will enable prospective applicants to assess themselves for the job and provides a benchmark for judging achievements.

The criteria required of the ideal candidate and the format of the person specification may vary, but typically would include:

Experience	the experience required to perform the role outlined in the Job Description, including in relation to working with children.
Qualifications	the qualifications required to undertake the role.
Skills / Knowledge	the competences and qualities that the successful candidate should be able to demonstrate;
Aptitudes	specific requirements of the job, e.g. ability to lift heavy weights, ability to work with specific groups of children.

The person specification should also contain the recruitment and selection policy statement.

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

Person Specification Template

General heading	Detail	General Examples	Specific examples
Qualifications & Experience	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	
	Literacy, numeracy and technology	Where required and relative to the responsibility of the position	
Communication	General skills	As per requirement of position	To cover specific examples of scenarios within the role
Working with children	Safeguarding and behaviour management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy and safeguarding requirements
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
Inter-relationships	Working with others	Ability to forge networks/links, internal and external partners	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
Responsibilities	Organisational skills	Requirements of the post	Ability to be proactive and initiate action dependent upon the duties of the position

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

Appendix D

Resignation Dates

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

Teachers

The latest resignation dates for teachers are as follows:

- Last day of Christmas/New Year Break up to 31st December for Easter release
- Last day of Easter break for release at end of summer term 31st August
- Last day of Summer Break up to 31st August for release at 31st December

Exceptions may apply in cases of ill-health retirement.

Support staff

Support staff must give 2 calendar months' notice up to level 34 level 35 and above will be 3 months, unless advised otherwise.

Appendix E

Shortlisting

All application forms should be scrutinised by the interview panel 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 application forms should not be accepted and should be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified should be noted and where the applicant is shortlisted, should be discussed at interview. 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. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting should be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting should be arranged within 5 working days of the closing date for the advertisement.

Appendix F
**Model letter Inviting Candidates for Interview (email can also be
used as preferred method of contact)**

Dear

INTERVIEW FOR (POST)

Following your application for above position, I am pleased to invite you to attend for interview on «Interview» at «Time» at (Name) Academy.

The interview and arrangements are detailed on the attached schedule.

Please let me know whether you will, or will not, be able to attend this interview as soon as possible.

If you have any special requirements in relation to the interview day, please let me know.

Should any difficulty arise please do not hesitate to contact me at the above address.

Yours sincerely

Appendix G

Running the Selection Process

The table below outlines exercises that could be used as part of a selection process. Candidate must be informed which of the following will be used in the selection process.

In-tray Exercise	Example pieces of work typical of that which is likely to be found in their in-tray. The exercise will require them to make decisions on responses and priorities.
Personnel Case Study	Scenarios which could include disabilities, misconduct, capability, ill health issues and how they might deal with them.
Presentation	Presentation on a subject relating to a specific issue at the school/academy which will indicate how they might deal with the issue and provide evidence of communication skills.
Budget/Data Analysis	Exercises to test how proficient the candidate is at the management and administration of budgets and analysing critical data.
Interview	Questions covering all aspects of the post to gain evidence using appropriate questioning techniques in a structured format and related to the person specification. Also allowing candidates to ask questions.
Tour/Introductions	A chance for the candidate to look around the school/academy and meet other staff members. An opportunity to meet other members of the Governing Body might be appropriate, and evidence 'social skills'.
Group Discussion	All candidates get together to discuss a given topic and are observed by the Panel. This will give an indication of how they interact as part of a team, leadership skills, persuasive skills etc.

Appendix H

Interviewing

1. The selection process should always include a face-to-face interview even if there is only one candidate. This provides the opportunity to explore any questions that arise from the application. The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children.

A suitable interview room and waiting area should be available taking into account the needs of any disabled applicants.

2. Planning the interview

If candidates are given the opportunity to visit prior to interview, the panel must decide who will be available to greet candidates. It is advisable to select someone other than the outgoing post holder. It must also be decided whether any information gained about the candidate during this visit will be used as part of the selection process. Candidates should be informed accordingly. Internal candidates should be treated no differently from external candidates.

The format for the day(s) must be decided i.e. whether to have one or two days for the selection - this will be dependant upon the grade of the post. For senior appointments it is possible to use selection tools such as; in-tray exercises, group exercises, presentations, case study, role play, working with pupils, ability tests as well as the interview (see Appendix H for further clarification). Activities and exercises can highlight particular skills and attributes in candidates. Specific exercises can be used to gather information on interpersonal/communication, analytical, decision making and self-management and leadership skills.

The interview panel should meet prior to interview to agree the above and to:

- agree 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 these issues;
- agree their assessment criteria in accordance with the person specification.

3. 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 this, 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.

It is important to ensure that candidates are supervised at all times and are never left alone with pupils.

4. Interview Questions

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post and agree the issues they will explore with each candidate, based on the information provided within the candidate's application. A candidate's response to a question about an issue will determine whether and how it is followed up.

It is acceptable to ask different supplementary questions of candidates based on their application and responses.

Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is best 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.

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

- The candidate's attitude toward children and young people
- 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.
- His or her ability to support the school's agenda for safeguarding and promoting the welfare of children and understanding of child protection issues
- Previous experience of working with children especially the age group relevant to the job

Other issues that should be covered include:

- gaps in the candidate's employment history and a satisfactory explanation sought
- reasons for any 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.
- Other concerns or discrepancies arising from the information provided by the candidate

- The panel should also ask the candidate if they wish to declare anything in light of the requirement of an enhanced DBS disclosure.

5. At interview

On arrival a member of the interviewing panel or an appropriate member of staff must verify any documents the candidate has provided are original and take a photocopy. For the successful candidate these should be retained in the personal file and recorded on the school's single central record of recruitment vetting checks.

For unsuccessful candidates this will be kept with the recruitment paperwork for 3 months, before being destroyed.

During the interview the chair of the interviewing panel should explain:

- the interview structure, including the fact that the panel will be making notes during the process
- provide important details of the post, including number of hours per week, weeks per year (if this is a support staff post) and salary details.
- when the candidate can ask questions
- close the interview and explain the next stage i.e. when the candidate will be notified of whether they have been successful.

The chair will also be responsible for overseeing the discussion in the decision-making process to ensure that only relevant, justified points are considered and that these are supported by evidence.

It is important to keep the interviews to time. Interviews invariably take longer than expected so it is important to allow sufficient time for each candidate. Extended interviews are often counter-productive for both the candidate and the panel.

It should be remembered that applicants are entitled to have access to all interview notes made (about themselves) which must be retained as part of the record of the interview. It is important therefore to avoid making personal comments on the interview notes. All interview notes must be retained for 3 months, after which they should be destroyed.

Appendix I

Induction

Once an employee commences work it is important to initiate an effective induction process which will mean that new staff are clear about their job and feel secure about what they should be doing. They should be informed about the aims and values of the school and how they can contribute to its mission.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and supported. If their training and development needs are taken into account and they are well supported with clear information they will quickly get 'up to speed' and begin to make a real contribution to the role.

If induction is poorly planned and executed a new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job and the school.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children should be monitored. It is important to ensure that new employees understand and abide by the school's policies and follow guidance given by experienced and senior staff.

It is important to ensure that induction training for all new staff includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. It is also important to ensure the employee has a good understanding of acceptable and appropriate conduct with pupils, and is made aware of the schools confidentiality and code of conduct policies.

For Safeguarding and to promote the welfare of children the induction programme should also 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 or restraint, intimate care, internet safety and any local child protection and safeguarding procedures,
- Safe practice and the standards for conduct and behaviour expected of staff and pupils in establishment (Code of Conduct);
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

The programme should also include attendance at child protection training appropriate to the person's role.

All new staff should be made aware of the content of all schools policies and procedures and should sign and completion and/or acceptance form during the induction process.