

## *Hursthead Junior School Recruitment & Selection Policy*

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This Recruitment and Selection Policy for Hursthead Junior School should be read alongside 'Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges' and the school's Safeguarding Policy.

### **Introduction**

This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor for our school in recruitment and selection and is an essential part of creating safe environments for children.

### **2. Recruitment and selection policy statement**

Hursthead Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all stakeholders to share in this commitment. The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to the school, including extra-curricular activities. A motivated and committed workforce with appropriate knowledge, skills, experience and ability is critical to the school's performance and fundamental to the delivery of excellence in all areas of our community.

### **3. Purpose**

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

3.2 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.

### **4. Scope**

4.1 This policy applies to all the school employees, Governors and Trustees responsible for and involved in recruitment and selection of all staff. Where Head Teacher or Deputy Head Teacher are being appointed the Trustees will consult with the Local Authority regarding the recruitment process.

4.2 The ultimate responsibility for recruitment and selection lies with the Trustees. The Trustees have delegated the responsibility to the Head Teacher for appointing staff other than those to the leadership group. School governors may be involved in staff appointments, but the final decision will rest with the Head Teacher.

### **5. Aims**

5.1 To attract and recruit suitable, skilled and motivated staff to help raise standards and to reduce risk to children and young people

5.2 To ensure that safeguarding and promoting the welfare of children is an integral factor at each stage of the recruitment and selection process

5.3 To ensure a consistent and equitable approach to the appointment of all school staff (both permanent and temporary) that is conducted in a fair, effective and economic manner.

5.4 To adopt a safer recruitment process which helps to promote a safer culture and complements other safety elements including health and safety and school security.

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5.5 To ensure that all appropriate checks are carried out on new staff who work with pupils, including references, qualifications and DBS checks

5.6 To ensure that those responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all applicants

5.7 To ensure all relevant equal opportunities legislation is adhered to and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.

### **6. Principles**

6.1 The Head Teacher and the Governing Board have a responsibility to ensure that when recruiting to a post within the school the policy is adhered to. This policy and guidance are in line with DfE and safeguarding recommendations.

6.2 Selection will be carried out by a panel with at least two members. At least one of the panel members will have received safer recruitment training.

6.3 There will be robust 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 is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

6.4. A Single Central Record of recruitment and vetting checks will be kept in line with DfE requirements.

6.5 All individuals who enter the school who have access to children e.g. contractors, students, volunteers etc will be subject to the relevant checks by their employer and or the relevant Board. School will monitor compliance with these measures.

### **7. Roles and responsibilities**

The Governing Board must:

- Ensure the school has effective policies and procedures in place for the recruitment of all staff
- Monitor the school's compliance with them

The Head Teacher and other staff involved in recruitment must:

- Ensure that the school operates safer recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school
- Monitor contractors' and agencies' compliance with this document
- Promote welfare of children and young people at every stage of the recruitment and selection process
- Ensure that all contractors and agencies comply with safer recruitment pre-employment checks

The importance of safeguarding and protecting children in school will be promoted as much as possible throughout the recruitment process in order to deter unsuitable candidates.

### **Recruitment and Selection Procedure**

#### **1. Introduction**

The purpose of this procedure is to give guidance on the key points to achieving and maintaining a workforce which broadly reflects the local community. The Governing Board has this aim in mind when deciding on and operating its recruitment and selection procedure.

The Kirkstead Education Trust is the employer of all teaching and support staff at Hursthead Junior School and will appoint the candidate selected by the Governing Board and Head Teacher unless he/ she does not meet the qualification or safeguarding requirements which are applicable to the appointment.

#### **2. Equal Opportunities**

Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Therefore, our aim is 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. The school is aware that an applicant can allege discrimination against an employer although there is no direct employment relationship.

##### **i. Discrimination under the Equality Act 2010**

Those involved in recruitment should be aware that under the Equality Act there are a number of protected characteristics which are:- age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex and sexual orientation. It is unlawful to discriminate due to any of these characteristics.

##### **ii Unlawful discrimination could be found in:**

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- The offer of employment e.g. if it were implied that applications from persons who have one or more protected characteristics 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 one or more protected characteristics under the Equality Act

lii Where the school is seeking to recruit to a post that requires Genuine Occupational Qualification (GOQ), the school's HR provider should be asked for advice.

lv Under the Equal Pay Act 1970 there is also a requirement of equal treatment for men and women, where women are employed to do like work in the same employment.

### V Discrimination on recruitment on the grounds of disability

A) 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 (lasting longer than 12 months) adverse effect on the ability of the person to carry out normal day-to-day duties. If a disabled person is treated less favourably for a reason that relates to their disability, or there is a failure to make reasonable adjustments 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 employees. 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 e.g. is accessible for a wheelchair user, has a clear path from the door to the candidate's seat, is not unduly noisy and has adequate lighting. Under the Equality Act there is a requirement to make reasonable adjustments. It would be reasonable for an applicant with a hearing or speech impairment to bring an interpreter or be provided with a written copy of the questions to be asked during interview etc.

B) Applicants should be asked, when invited to interview, whether they will require any adjustments to enable them to attend the selection process. The following steps should be followed if there is a disabled applicant:

- Alert the Office and other members of the panel
- Modify procedures for testing or assessment
- Provide a reader or interpreter

When appointing a successful candidate, we will consider the need for:

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

C) For further advice regarding employing people with disabilities contact the School's HR team.

### Vi Discrimination of 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 the grounds of age. These can include:

- Stereotypes and assumptions about people of defined age groups rather than treating them on their individual merit
- 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, and are 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
- Overlooking younger members of staff for promotion or leadership positions on the assumption that they are inexperienced due to their age

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

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### Vii Discrimination based on trade union membership

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

- Are or are not a member of a trade union
- Are unwilling to become or cease to be a member of a trade union

For further advice relating to equality in recruitment and selection contact the School's HR team.

### **3. Prior to recruitment process**

#### i. Identifying Vacancies

Vacancies arise through the resignation or retirement of a member of staff or through the creation of new posts. The Head Teacher and Governing Board will notify the LA that a vacancy exists for Head Teacher and Deputy Head Teacher posts.

#### ii. Job description and Person Specification

Job descriptions will define purpose, duties and responsibilities/ accountabilities of posts, as well as the qualifications and experience needed to perform the job, with particular attention to working with vulnerable groups. To confirm the School's commitment to safer recruitment, the following statement of intent will be used on all job descriptions and person specifications:

***"The Kirkstead Education Trust, as an employer, is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the school on its behalf."***

All work in school involves responsibility for safeguarding children. Therefore, all posts at Hursthead Junior School require an enhanced DBS Disclosure and this will be reflected in the job description and person specification relating to each post.

The **job description** will usually include:

- The job purpose – why the job exists
- Main duties and responsibilities of the post
- The post-holder's specific responsibility towards the promotion and practice of safeguarding the welfare of children

The **person specification** will usually include:

- Qualifications required
- Skills and competencies required
- How the requirement will be tested and assessed
- Professional registrations (if required)
- That an enhanced DBS Disclosure is required
- Issues relating to the safeguarding of children e.g. motivation to work with children; ability to form and maintain appropriate relationships and personal boundaries with children; emotional resilience in working with challenging behaviours; attitudes to use of authority and maintaining discipline

## **4. Advertising**

Posts may be advertised internally. Adverts for vacancies will demonstrate the School's commitment to safer recruitment and vetting procedures, protecting every applicant from unfair practice and ultimately safeguarding children as much as possible. Promoting commitment to safeguarding and children protection can act as a deterrent to would-be abusers. Thought will be given to wording, pictures and images used to ensure that they could not be considered discriminatory.

The following information needs to be included within the text of the advert:

- Name of school
- Post title
- Hours of work
- Grade or scale
- Salary (actual salary for part time)
- Permanent or temporary/ fixed term stating duration if temporary or fixed term
- Brief details about what the job entails and type of skills and experience required including responsibility for safeguarding children (see example statements below)
- Confirmation that an enhanced disclosure will be required because the role involves working with children
- Contact details
- Closing date

### Example statements re safeguarding

- Able to form and maintain appropriate professional relationships and boundaries with children, young people and other vulnerable adults
- For leaders: Able to ensure employees observe the requirement above
- Empathy and understanding of looking after children from a range of backgrounds
- Ability to understand the challenges associated with caring for children and demonstrate appropriate coping mechanisms

## **5. Application Pack**

The **application pack** will usually include:

- A standard application form to obtain a common set of core data from all applicants. CVs are not acceptable because these will only contain information the applicant wishes to present and may omit relevant details.
- Job description
- Person specification
- Relevant information/ links to relevant information about Hursthead Junior School
- The school's equal opportunities policy
- DBS – a guide for applicants
- The offer of a visit to the school on set dates and times to suit the school

## **6. Selecting Candidates**

### A) Scrutinising and Short-listing

After the closing date, all returned application forms will be scrutinised by the short-listing panel to ensure that:

- They are fully and properly completed
- The information is consistent and does not contain any discrepancies and identifies any gaps in employment
- Any anomalies or discrepancies or gaps in employment should be noted so that they can be taken up as part of the consideration of whether to short-list the candidate

The short-listing panel will consist of at least two people, who are also members of the interview panel, who will meet and undertake the task together. Any applications that are significantly incomplete will not be accepted. As well as reasons for obvious gaps in employment without any clear career or salary progression, or a mid-career move from a permanent post to agency, freelance or temporary work, will also be explored or confirmed.

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Any candidate who applies who makes the school aware that they have a condition which is covered by the Equality Act 2010 will be shortlisted as long as they meet the essential criteria.

All candidates will be assessed equally against the same criteria without exception or variation and agreement reached by the short-listing panel about which applicants to invite for interview. The panel will record its decision about each application, in case of queries afterwards.

### **B) Checks before interview**

Any discrepancy in a candidate's application or references needs to be scrutinised and clarified. Factual information e.g. qualifications etc will be checked by the School Business Managers. Where discrepancies are uncovered, they will be raised with the interview panel and the applicant. References will be required prior to interview.

### **C) Involving Pupils**

Pupils may be involved in the recruitment and selection process, for example, candidates for teaching posts might be asked to teach a lesson; short-listed candidates might be shown round the school by pupils; pupils may be asked to contribute a question for interview. Involving pupils does not mean that they sit on a final appointment interview panel but their feedback may inform the decision of the appointment panel.

### **D) Rehabilitation of Offenders Disclosure**

Posts within the school are exempt from the Rehabilitation of Offenders Act 1974. This means the school will require candidates to disclose any relevant unspent and spent convictions during the application state. Any convictions disclosed will not be shared with the short-listing panel unless there are concerns that it may prevent the individual working in a school environment. If it is felt necessary to question the individual further concerning their disclosure during interview the interview panel will be made aware.

The successful candidate will be required to complete a DBS Disclosure application form. Once the Enhanced DBS Disclosure is returned, any conviction information will need to match up with the candidate's original disclosure to the interview panel. This information will not be kept if the candidate is unsuccessful and will be destroyed.

### **E) Assessment and Interview**

The selection process may require candidates to teach a class or work with a small group. After this stage, if candidates do not meet the criteria, they may not be taken forward for interview.

There may also be a group task for short-listed candidates.

The interview will assess the merits of each candidate against the job requirements and explore their suitability to work with children. Every interview will be carried out face-to-face even if there is only one candidate.

### **F) Panel**

Any teaching or group work will be observed by school staff who are trained and qualified to comment on the quality of teaching and learning.

The interview panel will consist of a minimum of three interviewers who will:

- Have the necessary authority to make decisions about appointments
- Be appropriately trained and have completed Safer Recruitment training (one member)
- 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

For Head Teacher and Deputy Head Teacher positions, the panel will consist of five interviewers, including at least one Trustee, with support from an LA Advisor.



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### G) Questions

The panel will agree a set of questions they will ask all candidates relating to the requirements of the post, and issues they will explore with each candidate based on the information provided on the application and the references (if available). In addition to assessing and evaluating the applicant's suitability for the particular post, the panel will also explore:

- The candidate's attitude towards children and young people
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children
- Gaps in employment history and the reasons for any break from work
- Concerns or discrepancies arising from the information provided by the candidate and/ or a referee
- Essential qualifications required for the post including those set by statute. Other qualifications stated on the application form may also need to be verified
- Whether the candidate needs to declare anything in light of the requirement for a DBS check
- Patterns of repeated change in career or employers, ensuring that the reasons for this are fully explored and satisfy the interviewers

All copies of notes relating to short-listing and interview decisions will be retained for 6 months. Should any candidate complain of unfair selection or discrimination these notes will be referred to.

## **7. Conditional Offer of Employment**

An offer of appointment to the successful candidate will be conditional on the satisfactory completion of the following:

- The receipt of two satisfactory references (preferably received before interview)
- Enhanced DBS disclosure and where the appointee has lived outside the UK, a certificate of good conduct, if available
- Confirmation of the candidate's medical fitness
- Verification of qualifications by the individual providing original certificates (if not verified at interview)
- Verification of professional status where required e.g. Teaching Agency check (if not verified at interview)
- Verification of the candidate's identity (if not verified at interview)
- Verification of the person's right to work in the UK

A record will be kept to show that the above checks have been carried out for all employees.

The details of checks will be reported to the police and/ or the Independent Safeguarding Authority (ISA) if:

- The DBS disclosure shows that applicant has been disqualified from working with children
- An applicant has provided false information in, or in support of, his or her application
- There are serious concerns about an applicant's suitability to work with children gained from other legitimate sources (e.g. references)

## **8. Pre-employment Checks**

### i) References

References will be requested prior to interview and ideally received back before the interview. One of the referees must be the candidate's current or previous employer or training provider. Open references will not be accepted.

The DfE recommendation for references in educational settings indicates that every request should ask:

- Referee's relationship with candidate and how long known to them, in what capacity
- Whether satisfied the applicant has ability and is suitable to perform the job in question
- Specific comments about person's suitability for post and how they demonstrated their ability to meet the person specification
- Whether the referee is completely satisfied that the candidate is suitable to work with children and if not, to provide specific details of concerns and reasons why
- Confirm details of the applicant's current post, salary and sick record
- Specific verifiable comments on applicant's performance history and conduct
- Details of any disciplinary procedure the applicant has been subject to in which a disciplinary sanction is current
- Details of any disciplinary procedures the applicant has been subject to which have involved issues relating to safety or welfare of children or young people or behaviour towards young people, and the

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outcomes of those concerns i.e. whether allegations or concerns were investigated, the conclusion reached and how the matter was resolved.

Please note: Questions about an individual's health and attendance record can only be requested once a conditional job offer has been made.

Where references are provided via email, the referee will be asked to send it via an official school/ work email address and to forward a signed copy of the reference by scanned email. As references are received prior to interview, the school will follow up and discrepancies or issues at interview, which can then be clarified by the appointment panel. Where the referee has not answered all the questions on the standard reference form or the reference is vague, the referee should be contacted for further clarification.

### ii) DBS Disclosure

This shows previous convictions held on file for a potential employee. Having a conviction will not necessarily bar someone from working in a job or with children or vulnerable adults. The severity, nature, circumstances and timing of the conviction will be taken into consideration.

Candidates will be given the opportunity at the application state to declare any relevant unspent or spent convictions they may have, and declaration they make will be compared with the returned criminal record disclosure.

If a disclosure reveals information that a candidate has not disclosed in the course of the selection process, the school will seek advice from the school's HR team, and follow relevant DBS guidance.

### iii) DBS disclosure on Overseas Candidates

If the potential employee has lived abroad for a period of time or comes from another country prior to working in the UK, then a UK DBS Disclosure will not give a full picture in respect of any criminal record they may have. In these cases an overseas Criminal Record Disclosure will be applied for as well as a UK DBS disclosure. Details for each country's equivalent bureau are available on the Gov.Uk website: -

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

### iv) Disqualification by Association

No longer applicable.

### v) Medical Clearance

A potential employee will complete a medical questionnaire, which is then assessed by the School's Occupational Health provider. Depending on the answers given by the candidate, Occupational Health may request an appointment to confirm fitness. A potential employee is confirmed as medically cleared once a letter has been received from Occupational Health declaring them fit for their proposed post. Confirmation will be received and a copy will be held on file.

### vi) Verification of Qualifications

Any essential qualifications legally required to perform a particular job, such as QTS, as stated in the person specification, will be confirmed by the potential employee providing original certificates which will be verified and copied and the copy placed on their personal file and logged on the Central Record.

### vii) QTS – Overseas workers

Teachers trained in European Economic area countries may be eligible for QTS in this country without further assessment. This can be confirmed by contacting the Teaching Agency.

Teachers who trained outside the EEA will need to be assessed against the Standards for the Award of QTS in England before they can be awarded QTS. Hursthead Junior School does not employ unqualified teachers to teach.

### viii) Verification of Candidate's Identity

It is vital that the school knows who their employees are and have evidence to prove this. A copy of the document taken to confirm identity will be placed in the individual's personal file and logged on the School's Central Record.

### ix) Right to Work in the UK

Under the Immigration, Asylum and Nationality Act 2006, it is a legal obligation that every employer in the UK verifies whether all potential and current employees have the right to work in the UK. The school must confirm



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the right of those employed to work in the UK through checking appropriate documentation which must then be photocopied and held on the individual's personal file and logged on the Central Record.

### **9. Pre-employment Checks for Specific Individuals**

#### **i) Teacher/ teaching assistant undertaking training**

The training provider will be required to provide evidence in writing to the School (in the same way a Supply Agency would) that they have carried out all the same checks that the school would have done if they were their own staff.

#### **ii) External staffing providers**

Agencies who provide outside contracted staff, providing services such as music tuition, specialist sports coaching, supply teaching etc will be required to provide evidence to the school that they have carried out the full pre-employment checks required of all staff who work in the school. The Head Teacher and Governors are responsible for ensuring that appropriate checks have been completed and therefore if evidence is not provided then the school will not allow them to have unsupervised access to children.

Any external providers or contractors coming on to the premises will verify their identity.

#### **iii) Emergency Call-out Contractors**

Contractors that are called out in an emergency may not be a contractor that is checked or known to the school prior to the call –out. It is not necessary to obtain a DBS Disclosure for such staff as they will only have contact with children on an ad hoc or irregular basis and will not be left unsupervised with children. These staff will be required to sign in or out and to be escorted by a member of staff at all times.

#### **iv) Volunteers**

Volunteers will not usually have unsupervised contact with children as they will usually be working under the direction of teachers or other school staff. An identity check, and a DBS Disclosure will be carried out prior to any regular volunteering.

### **10. Unsuccessful Candidates**

Unsuccessful candidates will be contacted as soon as possible and provided with feedback where required.

### **11. Statutory Induction**

There is an induction programme for all staff and other volunteers, regardless of previous experience. The purpose of induction is to:

- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct expected of staff within the school
- Provide opportunities for staff to discuss any issues or concerns about their role or responsibilities
- Enable the line manager/ mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately

The induction programme should include safeguarding information including:

- Policies and procedures in relation to safeguarding and promoting welfare
- Safe practice and the standards of conduct and behaviour expected of staff and pupils
- How and with whom any concerns about those issues should be raised
- Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing