



**CESHIRE WEST AND CHESTER**

**SCHOOLS HR**

# **PROMOTING SAFE SCHOOLS**

## **Recruitment and Selection Guidelines**

For the appointment of **School Based Staff and Volunteers**

JANUARY2008

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*Please note that where pro-forma's or suggested formats are included as appendices their use is not mandatory, they are included as examples.*

The County Council and its schools are committed to raising standards, (keeping children safe) safeguarding and promoting the welfare of children and to equality of opportunity in employment. We aim to promote these values through fair recruitment policies and practices that ensure appointment on merit, rigorous background checking and encourage applications from all sections of the community.

It is vital that schools adopt recruitment and selection procedures and other Human Resource management processes that help to deter, reject or identify people who might abuse children or are otherwise unsuitable to work with them. The appointment and promotion of good staff is *also* integral to the continued success and progress of all schools. (Good) *Safe* recruitment and selection practice is essential to ensure that staff roles and structures are up to date and support school development plans, and that the people appointed to carry out these roles have the skills, experience and understanding of the demands of the job to provide regular and competent service.

Poor recruitment practice can be costly - financially, through management time and in human terms for those involved.

These practical guidelines have been prepared therefore to facilitate effective and safer recruitment (and to promote safe schools). They take account of all the relevant employment and education legislation, including the School Staffing (England) Regulations 2003 and Safeguarding Children: Safeguarding Children and Safer Recruitment in Education 2006.

In future, OFSTED evaluations will include an assessment of whether an establishment operates recruitment and selection procedures that meet the recommendation in the DfES (now Department for Children, Schools and Families) guidance.

All school-based staff are employed in “regulated positions” as defined in the Criminal Justice and Court Services Act 2000 (CJCSA), Employees in ‘regulated positions’ are subject to Disclosure through the Criminal Records Bureaux (CRB) checking procedures.

The documentation in this guidance incorporates information necessary for the appointment by School Governing Bodies to regulated positions.

In addition to the Criminal Justice and Court Services Act 2000, a number of other recent pieces of legislation - Protection of Children Act 1999, Police Act 1997 and Education Act 2002 - all provide an integral system for the protection of children, and are reflected in these guidelines.

These guidelines are designed to support, in general terms, the appointment of all categories of staff and volunteers in any type of school. However, for appointment to particular posts e.g. Heads and Deputies or in certain types of schools e.g. voluntary aided schools, appointing managers or Governors are advised to also consult guidance produced by the Diocesan authorities or available as part of packages of support from the Governance Team and Advisory Service. The measures described in these guidelines should be applied in relation to everyone who works in an education setting (where there are children under 18 years of age) who are likely to be perceived by the children as safe and trustworthy adults.

Those are not only people who regularly come into contact with children, or who will be responsible for children, as a result of their work. They are also people who regularly work in a setting such as a school when the pupils are present, who may not have direct contact with children as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the school. This includes workers not on the payroll e.g. staff employed by contractors, including supply teachers employed by agencies and unpaid volunteers.

Schools should ensure that the terms of any contract they let that requires the contractor to employ staff to work with, or provide services for, children for whom the school is responsible also requires the contractor to adopt and implement the measures described in this document. The school should also monitor the contractor's compliance.

More information about the issues covered in this document and the Safer Recruitment on line training package can be found on the National College for School Leadership web site at: [www.ncsl.org.uk](http://www.ncsl.org.uk) under the heading "Safer Recruitment". In addition the following websites provide information and advice about recruitment and selection or issues related to safeguarding and promoting the welfare of children and links to other useful sites and documents:

**Chartered Institute of Personnel and Development**

Good practice for recruitment practices and other personnel issues: [www.cipd.co.uk](http://www.cipd.co.uk)

**Criminal Records Bureau (CRB)** [www.crb.gov.uk/](http://www.crb.gov.uk/) and [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

**Department for Education and Skills (DfES)**

**Child Protection Website** [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

**School Governors Website:** [www.governor.net.co.uk](http://www.governor.net.co.uk)

**Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DfES Circular 4/99**

[www.dfes.gov.uk/publications/guidanceonthelaw/6\\_99/circa148.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/6_99/circa148.htm)

**Staffing Guidance Under Section 35 (8) and 36 (8) of the Education Act 2002:**

<http://www.governor.net.co.uk/linkAttachments/New%20Staffing%20Guidance.pdf>

**Every Child Matters Change for Children:** <http://www.everychildmatters.gov.uk/>

**Investigation & Referral Support Coordinators (IRSC)**

**Guidance on Safe Working Practice for the Protection of Children and Staff in Education Settings:** [www.teachernet.gov.uk/irsc](http://www.teachernet.gov.uk/irsc)

**Employers' Organisation for Local Government** [www.lg-employers.gov.uk](http://www.lg-employers.gov.uk)

**General Teaching Council for England (GTC)** [www.gtce.org.uk](http://www.gtce.org.uk)

**The Office for Standards in Education (OFSTED)** [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

**National Association for the Care and Resettlement of Offenders (NACRO)**

**Crime Reduction Charity and advice on resettlement of offenders.**

[www.nacro.org.uk](http://www.nacro.org.uk)

**Recruiting ex-offenders: The employers' perspective:**

<http://www.nacro.org.uk/publications,prisreset.htm#exoffenders>

**ELEMENTS OF SAFER PRACTICE**

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the recruitment process. It starts with the process of planning the recruitment exercise, and, where the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. Main elements of the process include:

- ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
- that the person specification includes specific reference to suitability to work with children;
- obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- a face to face interview that explores the candidate's suitability to work with children as well as his/her suitability for the post;
- verifying the successful applicant's identity;
- verifying that the successful applicant has any academic or vocational qualifications claimed;
- checking his/her previous employment history and experience;
- verifying that's/he has the health and physical capacity for the job;
- a criminal record check via the CRB.

It is important not to rely solely on criminal record and List 99 or PoCA List checks to screen out unsuitable applicants. Those checks are an essential safeguard, but they will only pick up the small percentage of abusers who have been convicted, or have come to the attention of the police, or who have been listed. The majority of individuals who are unsuited to working with children will not have any previous convictions, and will not appear on List 99 or the PoCA List.

All Governors involved in the appointment of staff or volunteers should be made aware of their duty to safeguard and promote the welfare of children and the implications of this duty for the schools' recruitment processes. It is also a requirement that the Head teacher and at least one governor will have completed appropriate training (most commonly the on line training) by September 2007.

A checklist at Appendix 1 provides a convenient way of signing off each stage of the process and can be filed as a permanent record at the end of the process.

It is vital that the measures described in this manual are applied thoroughly whenever someone is recruited to work with children, but that must not be the end of the matter. Schools are safe environments for the great majority of children, and the vast majority of people who work with children have their safety and welfare at heart. But we must not be complacent. We know that some people seek access to children in order to abuse, and that abused children very often do not disclose the abuse at the time. We also know that some of the allegations of abuse made against staff are substantiated, and we continue to see a number of cases year on year in which teachers and other staff are convicted of criminal offences involving the abuse of children.

It is crucial, therefore, that everyone working in a school or any other setting providing for children is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is equally important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues, and that those concerns, and concerns expressed by children, parents or others are listened to and taken seriously.

It will often be hard to give credence to concerns particularly if they are about a long serving and trusted colleague. Unfortunately those concerns will sometimes be true and it is important that they are taken seriously and not simply dismissed. Where concerns have not been taken seriously in the past a person has been able to continue abusing children, sometimes for many years. It is vital therefore that all concerns are taken seriously and that, where appropriate, action is taken in accordance with the procedures for dealing with allegations against education staff.

Where schools become aware of concerns they should seek advice from their personnel provider in the first instance.

## **SECTION B      LEGISLATIVE FRAMEWORK**

### **CHILD PROTECTION**

#### **The Children Act 1989**

This Act underpins all child care legislation; the following three sections are particularly relevant to professionals working with children in education.

Section 17 - places a duty on Local Authorities to safeguard and promote the welfare of children within their area who are in need, and to provide a range and level of services appropriate to those children's needs.

Section 27 - requires LAs and other organisations to assist in the exercise of functions, including those under Section 17.

Section 47 - requires Local Authorities to make child protection enquiries if they have reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm, and for LAs and other organisations to assist them with those enquiries if asked to do so. 'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe signs of abuse, changes in behaviour or failure to develop' (Working Together - Under the Children Act 1989)

#### **Children Act 2004**

This new Act sets out the framework for all services working with children, safeguarding children being recognised as a key area. As the Act is implemented we expect some changes, for example, the introduction of a Safeguarding Board to replace the Area Child Protection Committee and the appointment of a Director of Children Services.

#### **Education Act 2002**

New legislation under Section 175 of the Education Act 2002 places a statutory duty on LAs and the Governing Bodies of all schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

Section 157 places the same duties on the proprietors of all independent schools and colleges. 'Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school' (Safeguarding Children in Education Guidance, 2004)

#### **Human Rights Act 1998 and data protection 1998**

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their child is being referred - unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence - this is most likely in cases of alleged physical or sexual abuse.

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child when an adult, can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If

bringing an action as a child it can be for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school.

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless to do so would cause individual harm to the parent or former pupil, unless the case had involved a criminal prosecution, care order or other legal prohibition. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request you should follow Bucks County Council's procedure. If in doubt contact the Council's Data Protection Officer or Legal Services.

### **Freedom of Information Act**

This guidance and any school policy will be available to parents or other interested parties under the Freedom of Information Act from January 2005. It will be posted on the **County Council website and any enquiries will be directed to that site**. Details of any individual(s) or cases must not be disclosed and are exempt from FOI Act and requests can only be made under Data Protection Act 1998.

### **Sexual Offences Act 2003**

The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. It clarifies that it is totally inappropriate for any education professional to form a personal relationship with a young person under 18. This should be clearly stated in the schools' Code of Conduct. It makes new provision about sexual offences including those against children.

Sections 16-19 re-enact and amend the offence of abuse of position of trust under sections 3 and 4 of the Sexual Offences (Amendment) Act 2000.

It is an offence for a person aged 18 or over who works in an educational institution or service, and is in a position of trust in respect of a child (17 or under) at the same institution, to intentionally:

- Engage in sexual activity with that child
- Cause or incite that child to engage in sexual activity. This includes the activity commonly known as 'grooming'
- Engage in sexual activity in the presence of that child
- Cause that child to watch a sexual act

## **EMPLOYMENT**

### **The Sex Discrimination Act 1975, 1986 and 2002**

The Sex Discrimination Act makes sex discrimination unlawful in all areas of employment. The Act defines five areas of discrimination: direct discrimination, indirect discrimination, direct marriage discrimination, indirect marriage discrimination and victimisation.

### **The Race Relations Act 1976, 2000**

The Race Relations Act renders unlawful both direct and indirect discrimination on grounds of colour, race, nationality, or ethnic or national origins. The direct and indirect causes of racial discrimination are broadly similar to those of the Sex Discrimination Act.

### **The Disability Discrimination Act 1995, 2005**

The Disability Discrimination Act makes it unlawful to discriminate against current or prospective employees with disabilities because of their disability. Employers have a duty to make reasonable adjustments to their employment arrangements or premises, if they substantially disadvantage a disabled employee or a disabled applicant.

The Act says it is unlawful for an employer to discriminate against a disabled person in:

- The arrangements made for determining who should be offered employment
- The terms on which the disabled person is offered employment; or
- By refusing to offer or deliberately not offering the disabled person employment

### **Age Discrimination Regulations 2006**

From 1 October 2006 it is unlawful to discriminate against employees or applicants for jobs on the grounds of age (either on the basis that they are too young or too old). The default retirement age of 65 remains.

### **The Asylum and immigration Act 1996 (Prevention of Illegal Working)**

From 27 January 1997 it became a criminal offence to employ a person who is not entitled to live or work in the UK. Employers must therefore make certain checks before taking on new employees which will give them protection against being prosecuted.

### **School Staffing (England) Regulations 2003,**

Under these regulations the Governing Body may delegate responsibility for the appointment of staff outside the leadership group to the Head teacher.

All schools must have a Head Teacher. The Head Teacher is the key post in school and the quality of the Head Teacher is a major factor in maintaining and raising standards and delivering high quality education.

There is no legal obligation for schools either to have Deputy Head Teachers or be limited to just one, and therefore no automatic obligation for a Governing Body to take steps to replace a serving deputy who leaves his or her post or announces an intention to do so.

There is also no automatic obligation for a governing body or head teacher to take steps to recruit replacement staff when any serving staff member leaves his or her post or announces an intention to do so.

In community schools, the governing body, or head teacher where power has been delegated, is responsible for deciding who should be appointed to a post, their hours of work in the case of those required to work part-time, the duration of their contract and within certain parameters, their grading and remuneration. However, the LA remains the legal employer, and in particular remains responsible for ensuring that the requirements of equal pay legislation are complied with. This is particularly important in relation to the employment of support staff. A decision made by one school may have implications for others within the same authority.

Staff in foundation, voluntary aided and foundation special schools are employed by the governing body. The pay and grading of these staff is for the governing body to determine. Governing bodies should however be careful to consider their obligations under equal pay legislation when making these decisions. If in doubt, they may wish to take advice from their Personnel Provider.

## SECTION C RECRUITMENT PROCESS

### RECRUITMENT AND SELECTION POLICY STATEMENT

The school should have an explicit written recruitment and selection policy statement that complies with national and local guidance. Similarly, recruitment procedures should comply with appropriate guidance.

A model Recruitment and Selection Policy is attached as Appendix 2 and this manual of procedures complies with DfES Guidelines. Both documents are available on the Cheshire Schools Personnel consultancy web site.

The statement should be included in: -

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Induction training

### DECIDING TO FILL A VACANCY

In all cases the governing body or head teacher should first consider the need for the post to continue in its present form. In reaching a decision, the governing body or head teacher should consider alternatives such as reorganising responsibilities or changing roles in line with developments in Workforce Reform and best education practice.

Known developments in relation to pupil numbers and school reorganisation should also be considered.

Special provisions about the process of filling a vacancy may apply in schools subject to reorganisation (closure or amalgamation) and in school federations. In these cases, contact your Personnel Service Provider.

### 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. Also 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 to be completed so that safeguards are not skimmed or overlooked. For example, it is important to organise the selection process to allow references to be obtained on short listed candidates **before** interview.

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

## **ADVERTISING THE VACANCY**

The advertisement for the vacancy is a public statement and a visual representation of the Authority and School. It should be designed to attract suitable applicants to the post in the most cost effective way.

For the appointment of Head teachers or Deputy Head teachers the position must, at the very least, be advertised in a printed publication circulating throughout England and Wales. It is recommended that the advert should be placed on the CCC teachers' vacancy website and externally.

For primary schools buying the Headship support package from the Schools Governance Team adverts should be sent by e-mail to the Governance Team.

Teaching vacancies should also be advertised on the CCC teachers' vacancy website and support staff posts on the internal staff news and vacancies.

These adverts can be sent by e-mail to the Employee Service Centre, where schools make use of this service.

NOTE: All external advertisements for posts in Cheshire Schools must include the wording – "Cheshire is committed to Equal Opportunities in Employment".

NOTE: - Schools should ensure that their adverts make clear their commitment to safeguarding and promoting the welfare of children and young people. In addition all school based posts are exempt from the Rehabilitation of Offenders Act and are classed as regulated positions under Criminal Justice and Court Service Act 2000 the advert must at least include the following wording

**"Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes".**

All applicants must also be advised that

**"The holder of this post will be required to work with children under the age of 18 in a position of trust, and is , therefore, exempt from the Rehabilitation of Offenders Act 1974. The successful candidate will be subject to an enhanced Criminal Record Bureau check",**

but this element could be included in further particulars if space or cost in the advert is a problem.

## **SIGNIFICANT DATES**

The timing of adverts for Leadership Group and Teaching vacancies should take account of the relevant resignation dates for these groups of staff.

- Existing Heads need to resign by September 30<sup>th</sup> for a January start, January 31<sup>st</sup> for a summer term start and April 30<sup>th</sup> for a September start
- Deputy Head teachers need to resign by October 31<sup>st</sup> for a January start, February 28<sup>th</sup> for a summer term start and May 31<sup>st</sup> for a September start
- Dates for classroom teachers are the same as for Deputies

## **MONITOR THE ADVERTISEMENT RESPONSE**

To comply with the school's duty to eliminate unlawful discrimination and the various "duties to promote" under discrimination legislation, and to support equal opportunities in employment for all, schools must collect and monitor the response to adverts for jobs.

In order to monitor the effectiveness of an advertisement, all requests for an application form should be recorded on the Advertisement response recording form illustrated in Appendix 3.

## **NOTIFICATION OF VACANCY – HEADS AND DEPUTIES**

### **Community, Voluntary Controlled and Community Special Schools only:**

Whenever a vacancy or prospective vacancy occurs in the post of Head Teacher or whenever the Governing body decides to recruit a new or replacement Deputy Head Teacher, the following process applies:

- On receipt of the formal resignation, the full governing body must ratify the decision to appoint a replacement. The Chair of Governors must then notify the LA of the vacancy in writing, via the school Adviser.
- The Adviser will inform the Director of Children Services and an appropriate Director's Representative will be identified.
- The Adviser will contact the Chair of Governors and agree support available and required

### **Aided / Foundation Schools:**

- The Chair of Governors must notify the LA of the vacancy or prospective vacancy in writing (See above for further details).
- The Governors should advertise the post nationally and can decide whether or not to allow the Director of *Children's Services* or *her* nominee to attend meetings to offer advice.
- Aided and Foundation schools may also wish to buy-in the services of the Governance Team or the Advisory Service. Aided schools will also have access to advice and support from their Diocesan Representative. The Governors should contact the Diocesan Representative, and should consult the Diocesan Guidance on Recruitment and Selection of Heads and Deputies.

## **FORMATION OF THE SELECTION PANEL**

### **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 appointment;
- be appropriately trained, (from September 2007 at least one member of interview panel in schools should have undertaken the on-line Safer Recruitment Training);
- 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.

Interview panels need to have the flexibility to explore safeguarding or other appropriate issues specific to an individual candidate's application. The panel should not therefore agree in advance a list of set questions for candidates from which they will not deviate, but should agree common questions they will ask all candidates relating to the requirements of the post, and the issues (if any) they will explore with each candidate individually based on the information provided in that candidate's application and references.

A candidate's response to any question about an issue will determine whether any supplementary questions may be asked.

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.

However it may sometimes be appropriate to ask hypothetical questions, but care should be taken in assessing answers as such questions will allow theoretical answers which may not accurately reflect the candidates own approach or ability.

### **Scope of the interview**

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

- the candidate's attitude toward children and young people
- his/her ability to support the school's commitment to 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
- 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.).

## **SELECTION PANEL FOR HEADS AND DEPUTIES**

Where it is decided to recruit a Head or Deputy, the Governing Body should appoint a Selection Panel which:

- has at least three members, and a recommended maximum of seven – if membership falls below three then the Selection Panel ceases to have any status in law.
- covers the varied interests, expertise and representation of Governors and also the need to avoid too large a panel. As far as possible the panel should be gender balanced and include underrepresented groups e.g. disabled or ethnic minorities.

It is suggested that the Chair of the Governors should chair the Selection Panel and should act as Lead Officer for the process.

Once the composition of the panel is agreed, this should not be changed part way through the process, in order to ensure consistency throughout. If, in exceptional circumstances, it is necessary for a governor to withdraw after shortlisting, then no replacement should be sought.

The Selection Panel will recommend their chosen candidate to the full Governing Body at the end of the process as detailed on page 31.

The Director of Children's Services or her Representative is entitled to attend all proceedings of the Governing body and its Selection Panel for the purpose of giving advice and is under a duty to offer such advice as he considers appropriate. Any advice given must be considered by those concerned before a decision is made.

While it is permissible for the incumbent Head teacher and for Governors who are employees to be members of the selection panel, this can be a sensitive issue with potential conflicts of interest which must be considered. It is not recommended that incumbent Head teachers should form part of any selection panel. There may be an important role for incumbent head teachers in the selection process and guidance is available from the Adviser on what the role should be.

The role and participation of other employee governors should also be explored with the Adviser or Governance Team before a final decision is made.

Where governors who are employees are included on Selection Panels, care must be taken to ensure that the likelihood or perception of undue influence, breaches of confidentiality or any gain from the process are taken into account.

## **SELECTION PANEL FOR OTHER STAFF**

The Education Act allows governing bodies to delegate the appointment of other teaching posts and support staff posts to the Head teacher or one or more Governors with the head teacher. It is recommended that the Selection Panels for appointments other than Heads and Deputies should be determined by the Head teacher taking account of responsibilities of the post and the line management structure within the school. Such a Selection Panel

should be granted authority by the governing body to select the shortlist, interview applicants and make an appointment.

Panels should, where possible and appropriate, include a minimum of three people and reflect the diversity of the school and local community.

Where there is a need to find solutions to short term staffing difficulties, the convening of a selection panel may not be practicable. In these circumstances, extra care will need to be taken to comply with equal opportunities legislation and the safeguarding of young people, so that schools are protected against possible claims and pupils not put at risk from unsuitable candidates. It is likely this is the way those who are unsuitable may avoid detection. This is particularly important where a short term vacancy may develop into a lengthier temporary or permanent vacancy.

Schools are reminded that where supply or casual staff are employed at short notice directly by the school, the school must complete all relevant checks as for other staff as soon as practicable. Checks should already be completed by agencies supplying staff to schools.

## **APPLICATION FORM**

The school should use an application form 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.

For applicants for all types of post the form should obtain full identity details of the applicant including current and former names, date of birth, current address, and National Insurance number;

- a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award.
- a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.
- a declaration of any family or close relationship to existing employees or employers (including councillors and governors).
- details of referees. One referee should be the applicant's current or most recent employer, and normally two referees should be sufficient. Where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends.
- A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post advertised and how s/he meets the person specification.

It should include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all convictions, cautions and bind-overs, including those

regarded as 'spent', must be declared. It should require a signed statement that the person is not on List 99, disqualified from working with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC), and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential (the current CCC application form covers all of the above with the exception that the teacher's application form does not include space for NI numbers. This is being considered).

The form should record that:

- where appropriate the successful applicant will be required to provide a Disclosure from the CRB at the appropriate level for the post;
- the prospective employer will seek references on shortlisted candidates, and may approach previous employers for information to verify particular experience or qualifications, before interview;
- if the applicant is currently working with children, on either a paid or voluntary basis, his/her current employer with children will be asked about disciplinary offences relating to children, including any in which the penalty is "time expired" (that is where a warning could no longer be taken into account in any new disciplinary hearing for example) and whether the applicant has been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that a previous employer will be asked about those issues.
- providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the police.

Applicants for teaching posts should also be asked:

- to provide their DfES reference number
- whether s/he has Qualified Teacher status (QTS)
- whether s/he is registered with the GTC for England

Explanatory notes and/or instructions for completing the form should be included in the candidate's information pack.

Community, Voluntary Controlled and Community Special Schools should use the standard County Council application forms for teaching and support staff which comply with the above guidance.

Aided Schools may choose to use individual or Diocesan application forms but should be careful that they meet the necessary standards.

## **JOB DESCRIPTION AND PERSON SPECIFICATION**

A job description and person specification should be prepared for every vacancy. For existing posts, the current job description should be reviewed to ensure that it remains up to date and accurate taking account of changes to support Workforce Reform or the school staff structure.

## ***Job Description***

The job description should be prepared by the head teacher, appropriate manager or the Head teacher Selection Panel. For teaching staff it must be based on the Statutory School teachers Pay and Conditions Document (STPCD) and should be an accurate reflection of the job a person is expected to do although it should not be a list of every task to be undertaken. It should allow for some flexibility and change as required.

The document should outline the main purpose/function of the job together with a concise list of the main duties including the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or comes into contact with. Remember that 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.

It should also state the level of responsibility at which the post holder will be required to work giving details to whom and for whom the post holder will be responsible.

Job descriptions for Head teacher and Deputy head teacher can also be found in the STPCD.

## ***Person Specification***

The Person Specification lists the knowledge, skills, experience and qualities / characteristics required to perform the job as written in the job description. It specifies the requirements which are essential, i.e. without which the person would be unable to do the job and those which are desirable, i.e. could be obtained by training/experience but would be available in an "ideal" candidate. It also details the criteria against which candidates will be assessed during the shortlisting and interview stages. It should identify where the evidence of these criteria is expected to be found e.g. application form / interview / presentation / reference.

From 1st April 2004, it has been mandatory for all those **appointed to their first** Headship to hold or be working towards the NPQH qualification and this will need to be included in the essential criteria for Head teacher posts. From 1 April 2008, candidates will be required to hold the qualification.

The Person Specification must be completed at the time the job description is prepared or reviewed and before the job is advertised. **Under no circumstances is the Person Specification to be completed or revised after the Selection Panel has had access to applications.**

A standard format can be found in Appendix 4 in addition, Diocesan representatives will advise on specific requirements for posts in Aided schools.

## **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. 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. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

In any case where a reference has not been obtained on the preferred candidate before interview, the prospective employer 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 a subjective opinion. The use of reference pro formas can help achieve this objective. 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 misstatements 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 applicants current post, salary, and sick record;
- specific verifiable comments about the applicant's 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 and 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. This will normally be undertaken by the Chair of the interview panel. 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. 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, either by telephone or at the interview itself.

Where there are serious concerns about the content of the references, advice should be sought from the schools personnel provider.

Where there are no particular issues arising from references, they may be used as a check once an initial decision has been made.

Oral references must not be sought or accepted, and arrangements to receive references e.g. by fax should be confidential.

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.

References **must** be taken up and checked before any offer of employment is confirmed. *A standard reference pro- forma is attached at Appendix 5*

### **Head teacher appointments only**

For a Headship one of the references must be from the appropriate Director of Children's Services. If the applicant is employed in the private education sector a reference should be obtained from the Chair of Governors or the person in the Senior managerial position. For Primary Schools this request will be addressed to the Governance Team who will need to liaise with the School's Adviser. For a Deputy Headship one of the references must be from the applicant's current or latest head Teacher. In an Aided School the panel may wish to make their own arrangements for written pastoral references. Second references should be obtained from the second referee as detailed on the application form.

### **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.

## **INFORMATION TO PROSPECTIVE APPLICANTS**

### ***Information Pack to Candidates***

A pack of information to applicants should be prepared for all advertised vacancies. The contents of the pack will vary depending on the nature of the post, but should contain the following information

- An application form
- Job Description and Person Specification
- Rehabilitation of offender's form
- Any enclosures about the school
- Child Protection Statement or Child Protection Policy

For senior appointments a letter from the Chair of the Selection Panel will be appropriate as well as details of the selection process. Advice on the applicant pack for heads and Deputies can be obtained as part of the support package from the Governance Team or the Advisory Service.

No details of the process should be sent out or made public until the advert has appeared in the external publication e.g. TES. It is important to ensure that nothing is done which may be seen to be of advantage to internal candidates.

### **SPECIFIC RESPONSIBILITIES IN RELATION TO DIFFERENT CATEGORIES OF STAFF Head Teacher, Deputy and Assistant Head Teacher Appointments**

The Governing Body should agree an Individual School Range for a Head Teacher or a pay range for a Deputy or Assistant Head Teacher - see the schools' MSPP and CCC commentary. Governors need to have a clear reason for changing the ISR and should be aware of potential tensions if the ISR is set higher for a new post than that paid to the incumbent Head teacher.

Information on the ISR of similar schools may be obtained from the LA representative.

A newly appointed Head teacher can be placed on any of the 4 bottom points of the ISR. A newly appointed Deputy or Assistant Head cannot be paid on a point above the second point of his/her pay range.

### **Teaching Staff Appointments**

Where it is decided to recruit a new teacher the governing body (or head teacher if applicable) must send a specification for the post to the LA (Staffing guidance under sections 35(8) and 36(8) of the Education Act 2002.).

The post should be advertised unless it is decided to accept either a teacher already working at the school or a teacher nominated by the LA. Otherwise the post should be advertised in a manner likely to bring it to the notice of persons who are qualified to fill it. The vacancy should always be advertised on the Cheshire web-site.

### **Support Staff Appointments**

When a governing body wishes to appoint a member of support staff under the employment of the LA, it must have a job specification to accompany its recommendation for employment. The job specification must include the proposed hours of work, duration of

appointment, grading and remuneration for the post. It should match a particular job included on the relevant Single Status jobs menu or have been subject to individual job evaluation.

**THE SELECTION PANEL**

The selection panel formed at the beginning of the process should both shortlist and interview candidates.

The selection panel should refer to the person specification and job description throughout the whole process of recruitment and selection.

**PREPARATION FOR SHORTLISTING****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.

If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, FE College or local authority at which they were most recently employed to confirm details of their employment and reasons for leaving.

No person may teach in a maintained school unless they have qualified teacher status or fall within one of the special categories specified in the Education (Specified Work and Registration)(England) Regulations 2003. The special categories are:

- Student teachers
- Instructors with special qualifications and experience
- Overseas trained teachers
- Teacher trainees who have yet to pass the skills tests but have not yet taught for a total of five years
- Graduate teachers
- Registered teachers
- Staff on an employment-based teacher training scheme

Remember that if a candidate has a DfES reference number, this does not necessarily mean that s/he has QTS.

Schools should be aware that checks obtained through the GTC are complimentary checks and must not be regarded as a substitute for other recruitment checks.

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

The Cheshire County Application form is designed to allow the Equal Opportunities Monitoring and Criminal Records Bureau sections to be removed before short-listing takes place. This ensures that the Selection Panel considers only appropriate information about candidates. Where recruitment is undertaken wholly within a school, administrative

arrangements should be put in place to ensure that this information is not shared with **anyone** who will be involved in the short-listing or final decisions.

A letter confirming details of the shortlisting meeting (see Appendix 6) together with copies of Part 2 of the application forms should be sent to all members of the Selection Panel and, where appropriate, the Director's Representative and the Diocesan Representative.

Members of the selection panel should declare an interest if they have a relationship with any applicant e.g. personal friend, which could be seen to prejudice a fair outcome. The Chair of the Selection Panel should take advice from Personnel in such cases.

Every applicant for an appointment must disclose, before appointment, any personal relationship to a school Governor, elected member or employee of the County Council. Deliberate non-disclosure will disqualify the applicant and if already appointed they may be liable to dismissal. An existing employee who is aware of a relationship with an applicant must declare the details to the chair of the Selection Panel. (For further detailed information see the Standards of conduct, Integrity Code, A27, Section 13) In such cases guidance must be sought from Personnel.

Any canvassing of Governors/elected Members or other employees to influence a selection decision will disqualify the candidate concerned. An employee must not attempt to influence or be involved directly or indirectly, in any part of a recruitment and selection process that includes an applicant who is a relative or someone with whom they have a close personal relationship.

## **SHORTLISTING APPLICANTS**

The purpose of shortlisting is to select for interview, applicants who meet the requirements of the person specification and in so doing exclude those applicants who do not. Completed applications are evaluated against the 'essential' and 'desirable' characteristics listed in the Person specification.

In drawing up a shortlist of applicants for interview there should be a systematic and consistent approach. Each individual's application should be assessed in terms of the selection criteria. I.e. the criteria on the Person Specification and a clear tabulated record should be kept of the decisions. A shortlisting summary form is attached as Appendix 7. A suitable framework is necessary to demonstrate objectivity and the level of 'match' between each candidate and the criteria on the Person Specification.

Applicants who fail to meet any of the essential criteria cannot be considered for interview. If no applicants match **all** the essential criteria, then the post should be re-advertised.

## **Employment of Applicants with Disabilities - The Interview Guarantee Policy**

It is the County Council's policy to interview all disabled applicants who meet the essential criteria for a vacancy which are identifiable at the shortlisting stage. The considerations which led to the adoption of this policy included:

- The view of members of the community with disabilities that being given a chance to meet recruiters directly would provide them with an opportunity to demonstrate to a Selection Panel their abilities rather than promote a concern about their disabilities.
- The need to establish direct contact between recruiters and applicants with disabilities to enable a proper consideration of the requirements of the post in

relation to the disability (if relevant) to take place. This process should limit the possibility of assumptions being made relating to disabled applicants which deter proper appointments.

- The County Council's adoption of the Employment Service's "Positive About Disabled People" Symbol which includes a commitment to "interview all disabled applicants who meet the essential requirements for a vacancy and consider them on their abilities". The appointment decision will thereafter be made solely on merit. This Policy is permissible within the requirements of the Local Government and Housing Act 1989 Section 7 "Appointment On Merit" and is seen as meeting the "reasonable adjustment" requirements of the Disability Discrimination Act.

### **Employment of applicants with a criminal conviction**

As these posts are covered by the Exemption Order of the Rehabilitation of Offenders Act 1974, applicants are asked to declare on the Rehabilitation of Offenders form whether or not they have an unspent or spent conviction. Administrative arrangements should be in place to share this information with the Chair of the Selection Panel who can take it into account when determining candidate's suitability for interview.

In some situations, it will be obvious that a conviction makes it impossible for the candidate to be appointed, therefore interviewing should not be contemplated and the applicant should be advised to that effect.

However, there may be some types of conviction which fall into a grey area and in this event, it would be acceptable to interview the candidate if they fit the shortlisting requirements and discuss the conviction with them at the end of the interview. If the candidate turns out to be the most suitable for the post and you are satisfied that the conviction would not affect their appointment, then an offer of employment can be made. Although the candidate has disclosed his/her conviction this should be verified by obtaining a Criminal Record Disclosure in the normal way and the offer of employment must state that it is subject to CRB check and confirmation of the details disclosed through that process.

If you are contemplating interviewing a candidate in these circumstances it is advised that you seek advice about the potential effect of the conviction on their employment before hand in order to prepare questions to ask at the end of the interview. **Please seek advice from your Personnel Provider.**

### **Applications from out of County for Head, Deputy and Assistant Head teacher posts**

If any applications are received from applicants outside of Cheshire for the above categories of post, the letter shown in Appendix 8 should be sent to the Director of Children's Services.

### **LA Representations**

In the case of Head teacher and Deputy appointments, the Chair of the Selection Panel must send the details of the shortlisted candidates to the LA via the Governance Team or School Adviser as appropriate.

The LA has the right to make representations on any candidate that they would have concerns about were they to be successful in being appointed to the post. Such

recommendations must be made by the LA within 7 days of being advised of the Selection Panels proposed shortlist for interview.

### **Keeping records**

It is important that the rationale for shortlisting candidates for any post is recorded. The Shortlisting Summary form (Appendix 7) should be used for this purpose. In the case of the appointment of a Head teacher or Deputy Head teacher, the deliberations of the governing body also need to be recorded. Minutes of the Shortlisting / Preparation for Interview meeting should be prepared and a suggested format is contained in Appendix 9.

Documentation relating to shortlisting needs to be specific and the analysis of candidates should be kept for a minimum period of six months after the appointment has been made.

## **PREPARING FOR THE INTERVIEW/ SELECTION PROCEDURE**

### **Determining the process**

Schools may also wish to consider a range of activities which might be included in a selection process. Depending on the nature of the job in question, these may include selection tests/exercises which enable a systematic objective evaluation of a candidate's knowledge skills and abilities. Such tests can include Psychometric tests, in-tray exercises, report writing, presentation, group discussion etc.

Candidates must be informed in advance of the structure and purpose of any tests and be offered constructive feedback. Some tests have to be administered by qualified personnel and advice should be sought from the Advisory Service or Personnel Consultancy.

### **Invitation to interview**

Applicants who are successfully shortlisted should be invited for interview (sample letter in Appendix 10), and should be asked if they have any special needs which need to be planned for during the selection process. If there is any difficulty with providing facilities the advice of County Personnel should be sought.

The school's latest Ofsted summary and Annual Report to Parents as provided by the school may be enclosed with the invitation to interview or candidates referred to relevant web site pages.

All shortlisted applicants for all posts should be asked to bring with them proof of identity, qualifications and eligibility to work in the UK.

The invitation should stress that the identity of the successful candidate will be checked thoroughly to ensure the person is who he or she claims to be, and that the person will be required to complete an application for a CRB Disclosure straight away.

Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy CRB requirements, e.g.

- Passport or Driving Licence
- Original Birth Certificate
- Marriage Certificate or duplicate certificate if name different
- National Insurance Number

- A document such as a utility bill or financial statement that shows the candidate's current name and address
- Change of name documentation
- Work permit

Some form of photographic evidence of identity should always be seen, except where for exceptional reasons none is available. In such cases greater care should be exercised in checking of other documentation available.

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. 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. A pro forma of the approved format for verifying such records is attached at Appendix 11.

The letter should also confirm the date and arrangements for candidates to visit the school where appropriate.

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.

## **Visits**

Depending on the position of the job in the school structure, schools may wish to arrange for candidates to visit as part of the selection process. This can be either a formal or informal visit, but the candidate pack will have to provide candidates with the necessary details.

Where this is seen to be a critical part of the process eg a senior teaching or support staff appointment, it is recommended that all short-listed candidates be given the opportunity to visit the school at the same time. This should be organised to allow candidates to meet the staff, obtain information and to see the working environment. In the case of a headship, these arrangements are a governor responsibility but the outgoing head may be involved in the domestic arrangements.

## **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.

In addition to candidates' ability to perform the duties of the post, the interview will also 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
- attitudes to use of authority and maintaining discipline

## **INTERVIEW QUESTIONS**

The Selection Panel will need to agree together:

- A range of questions based on the requirements of the job description and person specification which are designed to elicit the evidence on which to judge how well candidates meet those requirements. Questions must not be discriminatory with regard to sex, marital status, race or ethnic origin, disability, religion (but see below), age, sexual orientation or political belief.
- Who will ask which questions and in what order.
- An expected range of answers for each question.
- The mechanisms for coming to a decision e.g. will the interview answers be scored? How much weight should be given to a presentation/other practical exercises compared to the interview? Those aspects in the Person Specification, which are most important in performing the job, should normally score the highest. A mechanistic scoring method should not be substituted, however, for a thorough discussion of the comparative merits of each candidate.

Each interviewee should be treated equitably by asking each candidate a set of core questions but asking further probing questions. These might be to explore further the candidates' answer or if insufficient, inadequate or contradictory responses are made. Individual questions will also be appropriate where there are unique issues arising from the details on a particular candidate's application form or reference.

Each member of the selection panel should record their comments on the interviewee's responses on an Interview Assessment form such as that shown in Appendix 12.

The interview should provide the maximum opportunity for each candidate to provide information about their ability to undertake the job. The importance therefore of good questioning and listening cannot be overstated. The following checklist summarises the essential points:

- Ensure that the candidate does most of the talking and that you do most of the listening
- Ask open questions, i.e. questions that encourage the candidate to express views, opinions and ideas. e.g. "tell me about your current role as...."

- Use supplementary questions which probe and clarify, ask for specific examples or illustrations. Use questions which begin with how, when, what, where, and why as ways of following up a particular line of questioning.
- Avoid using:
  - closed questions - those requiring yes/no answers
  - Leading questions – “you’re obviously the sort of person who likes .....
  - Multiple questions – “In your last post who did you work for, how do you think you performed, what were your major achievements and what do think you could have done better.....”?
  - Hypothetical questions “If you were the Director of Children’s services.....”
- Do not collect information already on the application form
- Avoid becoming distracted, lapses in attention/concentration
- Demonstrate active listening by use of summaries, “what you seem to be saying is.....”

Questions should not be asked that would contravene discrimination legislation. Advice may be sought from the schools personnel provider.

Try to avoid the following list of problems identified in a wide variety of research studies concerned with recruitment and selection:

- Decisions to appoint are made in the first four minutes, the rest of the interview is spent seeking evidence to confirm that judgement
- Unfavourable information is given greater weight than favourable information. An unfavourable impression leads to rejection in 90% of cases
- Often the interview does little more than establish whether or not the interviewer likes or dislikes the candidate. Liked candidates have an 80% better chance of being made an offer
- Intuition – the “I can pick ‘em” syndrome
- Stereotyping – involves issues around sex, race, colour, ethnic origin, physical appearance, or simply a stereotype of the “good” candidate
- Inflated ratings – interviewers who rate the candidate high on one of the criteria, rate highly on all the others, the “halo effect”
- Failure to assess against the job description and person specification, - candidate to candidate comparisons instead of candidate to specification

### **Schools with a religious character**

At a voluntary aided school with a religious character, the Governing Body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school. The selection Panel should consider this provision in determining the range of questions to be asked at interview.

Similarly, at foundation or voluntary controlled school with a religious character, in appointing a Head or Deputy Head Teacher, the Governing Body may take into account any candidate’s fitness and ability to preserve and develop the religious character of the school. Where a Deputy Head Teacher is to be a “reserved teacher”, the Governing Body have to be satisfied that s/he is suitable and competent to give religious instruction. The Selection Panel need to agree how they will determine a common interpretation of this provision and how they will measure candidates against it. Advice can be given by the Governance Team or the Advisory Service.

## Venue and Hospitality

The person arranging the interviews should also give consideration to the room to be used and its layout. A quiet room should be used so that once the interviews have begun there should be no interruptions or distractions, and it should be suitable to accommodate any candidates with special needs.

Depending on the number of people being interviewed and the anticipated length of the process, consideration needs to be given to the need for food, drink and comfort breaks for both candidates and interviewers.

## Timing

The timing of interviews is very important. The anticipated length of the interview will depend on the complexity of the process including the number of people involved. Generally no less than 20 minutes per candidate should be allowed and no more than an hour. A short break between candidates will allow time for the Panel to prepare for the next candidate or for an over-run to be managed.

Thought should also be given to structuring the day with regular breaks for interviewers. Likewise a realistic number of candidates should be interviewed in one day, ensuring that both interviewer and interviewee perform well.

## THE INTERVIEW ITSELF

The Chair of the Selection Panel should welcome the interviewees and introduce them to the Panel and explain the way that the interview is to be conducted.

If a candidate has declared a criminal conviction, spent or unspent this should be explored with the candidate. For the appointment of Heads and Deputies in Primary schools, the Panel will be informed by the Governance Team of any relevant disclosures.

When interviewing candidates who have declared themselves disabled, interviewers should, at the end of the interview, explain that the authority, as an equal opportunities employer, needs to know if the candidate requires any special aids or adaptations to enable them to carry out the duties of the post.

For each candidate, the Panel **must** ensure that verification of identity and qualifications has been undertaken.

The Panel should not discuss candidates between interviews but should take brief notes and assessments to inform the discussion which takes place after all the interviews are completed.

## THE DECISION

After the interviews have been concluded the Selection Panel should discuss the performance of the interviewees in relation to the requirements of the job.

When all the interviewees have been considered in relation to the person specification and job description, the Selection Panel will make a decision and if necessary take a vote via a secret ballot. The recommended candidate for the post must be elected by an absolute majority decision e.g. in the case of an interviewing panel of 7, 4 votes to 3 votes in favour

would constitute an absolute majority, In the case of a tied vote, the Chair of the Selection Panel **does not** have a casting vote.

A record of the reasons for the Selection Panel's decision should be kept within the summary section of the Interview Assessment form (Appendix 12). This will ensure that if there are challenges to decisions, the paperwork will be sufficient to give a robust defence.

All notes and assessments should be collected at the end of the interview and filed with all the application forms for six months in case of any complaint about the selection process. The copies of application forms should be disposed of as confidential waste.

In the case of the appointment of a Head teacher, Minutes of the Interview process should also be produced. A suggested format for Primary schools is contained in Appendix 13. In secondary schools, advice on record keeping will be provided as part of the support available to schools.

### **Ratification of Decision to Appoint a Head or Deputy**

The full Governing Body must meet as soon as possible, ideally at the conclusion of the interviews, to ratify the decision of the Selection Panel to appoint a Head or Deputy. Minutes of the Governors' ratification meeting should be made using the format in Appendix 14.

Where the selection panel decide to recommend to the whole governing body a person to whom the authority has objected at the shortlisting stage, they must send the LA a written response to its representations setting out their reasons for making the recommendation. The exchange of correspondence must be made available to the governing body, prior to the decision to ratify the appointment.

Where there is no appointment, the Governing body may re-advertise the vacancy. Where the selected candidate for a Head teacher appointment rejects an offer, the Panel are not at liberty to offer the post to a second choice candidate. Even if the governing body decide not to re-advertise the vacancy, they must, in accordance with the School Staffing (England) Regulations 2003 repeat the whole process i.e shortlisting and interviewing using those candidates who originally applied for the post.

### **Recommendation for Appointment**

#### **Support staff in Community Schools**

A governing body wishing to appoint a member of support staff to work at the school under the employment of the LA, should make a recommendation to the LA as to the person to be appointed.

Once a recommendation has been received from the governing body or Head teacher exercising delegated powers, the LA can make representations to the governing body in writing within 7 days of receiving the recommendation if it has outstanding concerns about the recommendations on pay and grading.

In practice the LA simply reserves its right to make such recommendations, particularly in respect of it's obligations under equal pay legislation. Schools should therefore routinely follow the normal administrative processes of notifying the Employee Service Centre of new appointments.

## **Heads and Deputies in all schools**

The LA cannot prevent the appointment of a Head Teacher / Deputy Head Teacher or Teacher if the selection panel's recommendation is endorsed by the full governing body. Nor will it normally refuse to appoint a teacher selected by a school. However the Governors must take into account the legal requirements of the Teaching Regulations concerning qualifications, health and physical capacity and fitness on education and other grounds when making a recommendation. In rare cases where a Governing body choose to appoint against the advice of the LA, that advice will be brought to the attention of the selection panel at the time and followed up later in writing

The Local Authority must though refuse to appoint a person who does not meet the requirements of the regulations if they are nominated for appointment by the governing body of a community, community special or voluntary controlled school.

The governing body of a voluntary aided, foundation or foundation special school must similarly not appoint such a person to their employment.

## **Notifying the decision to candidates**

The Chair of the Selection Panel is responsible for notifying, after ratification, the successful and unsuccessful applicants. Feedback to unsuccessful candidates should be offered and undertaken by the appropriate Panel member. For Head Teacher and Deputy Head Teacher posts this will normally be the Director's Representative who was present at time.

**PRE APPOINTMENT CHECKS**

An offer of appointment to the successful candidate should 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) This should include checking of the documents set out at Appendix 15
- an enhanced CRB check (incorporating List 99 and PoCA List where appropriate). A separate List 99 check will not be required unless the CRB Disclosure remains outstanding at the time the individual begins work. (See below)
- verification of the candidate's medical fitness
- verification of qualifications (if not verified after the interview). Remember that if original documents are not available, a properly certified copy should be seen
- verification of professional status where required e.g. GTC registration, QTS status or falls within one of the special categories specified in the Education(specified Work and Registration) (England) Regulations 2003, NPQH
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- (for support staff posts where the candidate has no previous local government employment) satisfactory completion of the probationary period
- verification of the right to work in the UK

The school should seek advice from its personnel provider, and 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

Advice should be sought from your personnel provider and the facts reported to the police and/or the DfES Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

## **Checks on staff who have lived outside the United Kingdom**

Newly appointed staff who have lived outside the United Kingdom must undergo the same checks as for all other staff. This includes a CRB Disclosure and List 99 check.

However CRB Disclosures will not normally show offences committed by individuals whilst living abroad. Therefore, in addition to a CRB check, schools should undertake additional checks such as obtaining certificates of good conduct from relevant embassies or police forces. These checks must be completed prior to the individual starting work or volunteering.

Where an applicant is from or has lived in a country where checks cannot be made for child protection purposes, or is a refugee with leave to remain in the UK but with no means of obtaining relevant information, schools must take extra care in taking up references and carrying out other identity checks. Additional references should be sought and references followed up by phone as well as in written form.

Further information about criminal record information which may be obtained from overseas police forces and countries, is available from the CRB at [www.crb.gov.uk](http://www.crb.gov.uk) or by telephoning the CRB enquiry line on 08700 100 450.

### **Starting work pending a CRB disclosure**

Ideally, a CRB Disclosure should be obtained before an individual begins work. It **must** be obtained as soon as practicable after the individual's appointment and the request for the CRB Disclosure should be submitted before the person starts work. Head teachers have discretion to allow an individual to start work within their school pending receipt of a CRB Disclosure but should ensure that the individual is properly supervised and that all other checks, including List 99 have been completed.

Information on checking List 99 pending a CRB Disclosure is available from [Tsm.Casework@dfes.gsi.gov.uk](mailto:Tsm.Casework@dfes.gsi.gov.uk)

Appropriate supervision for individuals who start work prior to the result of a CRB Disclosure being known needs to reflect what is known about the person concerned, their experience, the nature of their duties and the level of responsibility they will carry. For those with limited experience and where references have provided limited information, the level of supervision required will be high. For those with more experience and where the references are detailed and provide strong evidence of good conduct in previous relevant work a lower level of supervision may be acceptable. For all staff who start work without completed CRB Disclosures, the nature of the additional supervision should be specified and the role of staff undertaking the supervision spelt out. The arrangements should be reviewed regularly, at least every two weeks until the CRB Disclosure is received.

Where a CRB Disclosure subsequently indicates cause for concern, the member of staff must be withdrawn from the school pending further enquiries.

## **SUPPLY STAFF**

Schools have an over-riding responsibility to ensure that all staff, even those supplied by and Agency are safe to work with children. Schools must therefore have written confirmation from any agency used that the appropriate checks have been carried out and are satisfactory, before the person starts work. Exceptionally where the CRB Disclosure has not been received by the Agency, the school must require the Agency to notify it of the content as soon as possible. In such cases, a List 99 check must be carried out.

Schools must see a copy of the CRB Disclosure in cases where the Disclosure contains information. Where the person has already started work and the Disclosure subsequently contains information, they must be withdrawn from the school pending further enquiries.

If the CRB 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. If the school wished to engage the person, they must carry out a repeat CRB Disclosure and not employ the person until that is received.

Schools must ensure that the contract or arrangement with the Supply Agency imposes an obligation on the agency to carry out the same checks as schools themselves. For schools using Cheshire Supply, these obligations form part of the contract specification.

In addition, when a school uses a teacher or other worker supplied by an agency, they must check that the person who comes to them is the person referred by the agency by carrying out a photographic identity check.

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

Schools must record whether checks have been carried out on supply staff provided by an agency and those directly employed on the Single Central Record. To do this, the school must have written confirmation from the supply agency that it has satisfactorily completed the required checks.

## **SINGLE CENTRAL RECORD**

In addition to the various staff records which are kept as part of normal school business, schools must maintain a single central record of recruitment and vetting checks.

This must cover:

- all staff employed to work at the school
- all staff employed as supply staff whether employed directly by the school or through an agency
- Volunteers
- Governors who also work as volunteers
- Any person brought into the school to provide additional teaching or instruction to pupils but who are not staff members e.g. specialist sports coaches or artists

The central record must indicate that all relevant checks have been completed, the date on which this was done and who undertook the check.

## **A pro forma for a single central record is included at Appendix 16**

Information disclosed as part of a CRB Disclosure must be treated as confidential. It is an offence for CRB Disclosure information to be passed to anyone who does not need it in the course of their duties.

## **CONTRACTORS AND OTHER NON STANDARD ARRANGEMENTS**

### **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 pupils. However schools 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 pupils do undergo appropriate checks and are aware of the boundaries of their contact with pupils. For contracts let centrally by the County Council, appropriate safeguards will be included in the contract letting process.

### **PFI and other contractors**

PFI contract staff e.g. caretakers and catering staff, will be checked by the contractor in the same way as school employees. Such a requirement forms part of the contract. The outcome of such checks must be notified to the local authority. The contractor is responsible for ensuring the same procedures are followed by any sub contractors.

### **Other public sector staff**

Individuals such as psychologists, nurses, dentists and centrally employed teachers will have been checked by their employing organisation. It is not necessary for schools to see their CRB Disclosures as appropriate checks will have been carried out. Schools will however want to check identity when an individual arrives to ensure imposters do not gain access to children. Such checks should include some form of photo identity.

### **Applicants for teacher training courses**

For applicants for initial teacher training, the initial teacher training provider should ensure that an enhanced CRB Disclosure is applied for when a place at a teacher training institution has been accepted, so that Disclosures are received prior to the trainee commencing school based elements of their training. However head teachers have discretion to allow an individual to begin work in school pending receipt of the Disclosure, provided they have had a List 99 check. Where this is necessary, the individual must be appropriately supervised.

## **INDUCTION**

There should be an induction programme for all staff and volunteers newly appointed in a school, 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;

- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities;
- enable the person's line manager or mentor to raise 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 or 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;
- safer 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 personnel procedures e.g. disciplinary, capability and whistle-blowing.

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

## **MONITORING**

Monitoring of both the recruitment process and induction arrangements will allow for future recruitment practices to be better informed. It should cover:

- staff turnover and reasons for leaving;
- exit interviews: and.
- attendance of new recruits at child protection training.

**MAINTAINING A SAFER CULTURE**

Schools should be conscious of the need for continued awareness of safeguarding issues beyond the recruitment process.

It is important that all staff in a school have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out.

Staff, pupils, and parents must 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;
- including relevant material from the framework for Personal Social and Health Education in the curriculum.

**VOLUNTEERS**

Many parents and other volunteers help regularly in the classroom and with other activities associated with schools. Some will require a CRB Disclosure because of the frequency of their volunteering activity and the contact they have with children.

Volunteers are seen by children as safe and trustworthy adults, and if a school is actively seeking 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 some instances, for example where a volunteer takes on a particular role, the following procedure should be adopted

- seeking references,
- checking to ensure others in the school community know of no concerns
- confirming that the volunteer can make a positive recommendation,
- conducting an informal interview to gauge the person's aptitude and suitability,
- undertaking a List 99" and a Criminal Record Bureau(CRB) check.

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.

Head teachers should obtain an enhanced CRB Disclosure where the volunteering is regular and involves contact with children. The DfES definition of "regular" is where there will be contact three or more times in a 30 day period, or once a month or more or

overnight. Head teachers need to make a risk assessment and use their professional judgment in deciding if a CRB Disclosure is necessary. To help them they should consider

- the duration, frequency and nature of contact with children
- what the school knows about the volunteer, including formal and informal information offered by staff, parents and other volunteers;
- whether the volunteer is known to the school community who are likely to be aware of behaviour that could give cause for concern;
- whether the volunteer has other employment, or undertakes voluntary activities where referees would advise on suitability; and
- any other relevant information about the volunteer or work they are likely to do.

Under no circumstances must a volunteer who has not obtained a CRB Disclosure, even where none is required, be left unsupervised with children.

## **EXTENDED SCHOOLS**

Governors need to be aware that they retain overall responsibility for ensuring that safe procedures are in place for any staff or volunteers involved in delivering extended services on the school site.

Guidance for schools on the different models for providing extended services and the various employment implications is available on the Children's Department Sure Start web pages.

Where the Governing Body directly employs the staff, the school's normal arrangements for appointments, recruitment and vetting checks and record keeping will apply.

Where a third party is responsible for running the service, including a **Voluntary Management Committee**, there should be clear lines of accountability and written agreement setting out responsibility for carrying out the recruitment and vetting checks on staff and volunteers.

Schools that choose to provide childcare through private or voluntary sector providers should use Ofsted registered providers for provision for children aged under eight years. Ofsted will apply to the CRB for enhanced Disclosures in the case of the registered provider and the manager. It is the responsibility of the childcare provider to make sure that any members of staff or people who live or work on the premises are suitable to care for or have contact with children.

**Recruitment and Selection Checklist**

<i>PRE-INTERVIEW:</i>	<i>Initials</i>	<i>Date</i>
<b>PLANNING</b>		
<i>Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.</i>		
<b>VACANCY ADVERTISED (where appropriate)</b>		
<i>Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked.</i>		
<b>APPLICATIONS on receipt</b>		
<i>scrutinised - any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for shortlisting</i>		
<i>Shortlist Prepared</i>		
<b>REFERENCES - seeking</b>		
<i>Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy</i>		
<b>REFERENCES - on receipt</b>		
<i>Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with applicant (at interview if possible)</i>		
<b>Invitation TO INTERVIEW</b>		
<i>Includes all relevant information and instructions</i>		
<b>INTERVIEW ARRANGEMENTS</b>		
<i>At least 2 interviewers: panel members have authority to appoint:</i>		
<i>have met and agreed issues and questions/assessment criteria/standards</i>		
<b>INTERVIEW</b>		
<i>Explores applicants' suitability for work with children as well as for the post</i>	<i>Initial</i>	<i>Date</i>
<i>N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for CRB Disclosure</i>		
<b>CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECK</b>		
<i>offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period:</i>		

<b>REFERENCES</b> (if not obtained and scrutinised previously)		
<b>IDENTITY</b> (if that could not be verified straight after the interview)		
<b>QUALIFICATIONS</b> (if not verified on the day of interview'		
<b>CRB</b> - Where appropriate satisfactory CRB Disclosure received		
<b>LIST 99</b> - person is not prohibited from taking up the post		
<b>HEALTH</b> - the candidate is medically fit		
<b>GTC England</b> - (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration		
for teaching posts in maintained schools the teacher has obtained <b>QTS</b> or is exempt from the requirement to hold QTS		
<b>STATUTORY INDUCTION</b> (For teachers who obtained QTS after 7 May 1999)		

## RECRUITMENT AND SELECTION POLICY

### 1. Purpose

The purpose of this document is to set out the school's policy in relation to the recruitment and selection of staff and should be read in conjunction with the Recruitment and Selection Procedural Guidance adopted by the school.

### 2. Scope

The principles set out in this policy apply to all appointments made with (name of school) once a decision to recruit has been taken.

### 3. Policy Statement

(Name of school) recognises the need to recruit the best possible staff to all posts. We are also mindful of our overriding duty to safeguard and promote the welfare of children and young people. We are committed to a fair, thorough and consistent approach to recruitment and selection and believe this to be the most effective way of ensuring the delivery of quality services and of keeping children safe.

We believe that all applicants for jobs are entitled to fair and equal treatment and protection from discrimination.

(Name of school) will follow procedures that comply with employment law, relevant education legislation and codes of practice, other relevant national requirements and which aim to achieve best practice.

#### ***For Aided Schools only***

*In addition we will seek to maintain and strengthen the religious character of our school through appropriate considerations during the selection process as allowed under current legislation.*

### 4. Principles

Our Policy is founded on the following key principles

- ✓ Prior to a decision to recruit, all posts will be subject to a review which will cover the need for the post, the duties and responsibilities as set out in the job description and the skills and attributes required by the person appointed.
- ✓ Staff will be appointed on merit
- ✓ The process of selection will conform to all legal requirements and will reflect the need to safeguard children and young people and promote their welfare.
- ✓ The process of selection will be open and accountable taking account of the right to confidentiality of individual applicants.
- ✓ Managers involved in appointing staff will have the appropriate skills and experience for the task.

## **5. Recruitment and Selection Training**

To support the principles of fair recruitment and selection in practice, individuals involved in the process will receive training which will include the technical skills required to prepare and review job descriptions and person specifications as well as interview and decision making techniques which will build competence in relation to child protection and promoting diversity and encouraging equality of opportunity.

## **6. Recruitment and Selection Guidelines**

(Name of school) will follow the recruitment and selection procedures set out in (insert which guidelines the school adopts - Schools Personnel Consultancy Model Procedures or Diocesan Procedures)

## RECORD OF RESPONSE TO THE ADVERTISEMENT FOR THE POST OF

---

	<b>Applicants Name</b>	<b>Address</b>	<b>Date applied for post</b>	<b>Date sent out</b>	<b>Media</b>	<b>Shortlisted Yes or No</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						

## PERSON SPECIFICATION

	DESIRABLE CRITERIA	ESSENTIAL CRITERIA	HOW IDENTIFIED
<b>EDUCATION AND TRAINING</b>		QTS GTC Membership NPQH ( for Headships)	<b>CERTIFICATES QUALIFICATION DOCUMENTS APPLICATION FORM</b>
<b>RELEVANT EXPERIENCE</b>			<b>APPLICATION FORM INTERVIEW</b>
<b>GENERAL AND SPECIFIC KNOWLEDGE AND SKILLS</b>		<ul style="list-style-type: none"> <li>Ability to safeguard and promote the welfare of children and young people</li> </ul>	<b>APPLICATION FORM INTERVIEW PRESENTATION</b>
<b>SCHOOL SPECIFIC</b>			

**Request for Reference ; Part I**

**Please note that under the Schools' Personnel Information code of Practice, employees are entitled to have access to references', although steps will be taken to protect the identity of third parties including the author of the reference.**

Name of applicant: \_\_\_\_\_

Applicant for the post of: \_\_\_\_\_

1. How long have you known the applicant: \_\_\_\_\_ Years \_\_\_\_\_ Months

2. In what capacity: (please tick)

As an employee reporting to me:

As a current/post work colleague (please specify):

As a fellow member of a professional association:

As a friend / socially:

Other ( please specify):


3. If, as an employee:

What was the date employment commenced: \_\_\_\_\_

Is he/she still in your employ: \_\_\_\_\_

If not, what date did the employment end and why? \_\_\_\_\_

\_\_\_\_\_

Please indicate the nature and level of their position :

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Would you re-employ him / her  Yes  No

Do you know of any reason why we should not employ the applicant?

Yes  No

If yes, please give details:

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4. With regard to the requirements of the post as detailed in the job description and person specification enclosed, would you please comment on the following areas?

The applicant's strengths:	
The applicant's areas for development:	
The applicants skills / competencies:	

5. Has the applicant been subject to any Child Protection investigations, any disciplinary cases involving issues relating to the safety and welfare of children (current or expired) or any allegations or concerns raised concerning the safety and welfare of children.

Cases in which an issue was satisfactorily resolved, or an allegation was determined to be unfounded **and** there were no issues of concern about the employees behaviour are not likely to cause concern. However more serious or recent concerns, issues which were not satisfactorily resolved or a history of repeated concerns or allegations should be disclosed.

Yes       No

6. If yes, please make additional comments below:

---



---



---

*I am obliged to remind you that you have a responsibility to ensure that the information is accurate and does not contain any material misstatement or omission. Please also note that relevant factual information may be discussed with the applicant.*

Thank you very much for your assistance in this matter. It is much appreciated.

Name of Referee: \_\_\_\_\_

E-mail address -----

Signature of Referee: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return to:**

**Request for Reference ; Part II**

**In accordance with the provisions of the Equality Act 2010, we do not consider absence information as part of the initial selection procedure. We would be grateful therefore if you would detach this element of the reference request and only complete and return it to us if you receive a further request to do so.**

Name of applicant: \_\_\_\_\_

Applicant for the post of: \_\_\_\_\_

How many days sickness absence has the applicant had in the last 2 years:

\_\_\_\_\_ days

How many separate episodes of sickness absence has the applicant had in the same 2 year period:

\_\_\_\_\_ episodes.

Thank you very much for your assistance in this matter. It is much appreciated.

Name of Referee: \_\_\_\_\_

Signature of Referee: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return to:**

## APPENDIX 6

TO: ALL MEMBERS OF THE SELECTION PANEL  
OF ..... SCHOOL

Date

PERS/

Name

Tel:

Dear Governor

### **SCHOOL HEADSHIP/DEPUTY HEADSHIP SHORTLISTING**

You will be aware that the shortlisting meeting for the post of Headteacher/Deputy Headteacher is to take place at ..... (time), on ..... (date) at..... (venue).

Enclosed for your information are copies of all applications received in response to the advertisement, together with a copy of the further details, the Person Specification, a Shortlisting Decision Summary Form and a Schedule of Applicants.

I must remind Governors of the need for complete confidentiality throughout the appointments process.

You must declare an interest if you have a relationship with any of the applicants which could be seen to prejudice a fair outcome.

If you require any further assistance at this stage then please contact ..... on the above telephone number.

Yours sincerely

Copy:

Primary Adviser

SHORTLISTING SUMMARY FORM

<b>Essential Criteria</b> (Nb. These should match those set out in the person specification)	Identified from	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant
Qualified teacher status GTC Registration NPQH (Head teacher only)							
Commitment to safeguarding and promoting the welfare of children and young people							
<b>Desirable Criteria</b> (Nb. These should match those set out in the person specification)	Identified from	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant

**County Personnel**

County Hall  
Chester  
Cheshire CH1 1SF

**Jan Burns**  
**County Personnel Officer**

PRIVATE & CONFIDENTIAL

Date 08/11/2016

---

Our Ref ES1/JTW

Your Ref

**CONFIDENTIAL – PLEASE NOTE THIS IS NOT A REFERENCE REQUEST**

Dear Sir/Madam

The governing body of (*School*) has informed the Local Authority that they are considering shortlisting (*Name and Post held*) at (*School*) for the post of (*Head teacher /Deputy Head teacher*) of their school.

In line with the code of practice: LEA – school relations, February 2001 *and safer recruitment* ; we have been asked to notify the governing body if the Local Authority has concerns related to the above named person which would make them unsuitable for the post.

I would be very grateful if you could inform me of any concerns within the next few days. If there are no problems you could ring or email me, otherwise I would be pleased if you could supply me with information to show unsuitability before the intended interview date which is (*Interview date in particular if there have been any disciplinary issues or allegations or concerns expressed in relation to the safety and welfare of children and young people*). Please note this not a reference request. Should the candidate be short listed a formal request will be sent later.

Many thanks for your help in this matter.

Yours sincerely

**SCHOOL NAME****MINUTES OF A MEETING OF THE SELECTION PANEL TO AGREE SHORTLISTING AND INTERVIEW ARRANGEMENTS FOR A HEADTEACHER/DEPUTY HEADTEACHER FOR SCHOOL HELD AT ON**

Present: (Chair of Selection Panel)

In attendance: (Adviser)  
(Governance Team Representative)

**PART TWO****1. SHORT-LISTING**

Consideration was given to the applications received and candidates were selected for interview by matching to the person specification.

RESOLVED: that the following candidates be invited for interview:

**2. INTERVIEW PROCESS**

Consideration was given to the interview process and various options were discussed.

RESOLVED: **that the following process and options were agreed**

**3. INTERVIEW AND RATIFICATION ARRANGEMENTS**

The detailed arrangements for the interviews, ratification and candidates visits were discussed. The times for interviews were allocated by \_\_\_\_\_.

RESOLVED: a) that candidates be asked to attend for interview on ..... at the following times:

- 
- 
- 
- 

- b) that the candidates be invited to visit the school on .... at ..... to meet with the staff and governors;
- c) that the questions discussed be finalised by the LA Adviser and circulated to the Selection Panel;
- d) that the Selection Panel should meet at ..... prior to the first interview to allocate questions and finalise details for the day.
- e) that a ratification meeting be held on ..... at .....(time) to confirm the decision of the Selection Panel

Signed.....CHAIR OF SELECTION PANEL

Dated.....

PERS/V3

Date.....Contact .....Tel:.....

Dear .....

**APPOINTMENT OF .....School**

On behalf of the Governors I am pleased to invite you for interview on ..... at ..... The interviews will be held at ..... Please report to the reception when you arrive. A map is enclosed.

*(You are invited to **make a presentation, which should last no more than ten minutes, to the Governors on the following subject** .....*

*The presentation will be followed by your formal interview and you will not be required for the rest of the day. The Chair of the Selection Panel will contact you, later that day, with the result of the interview.)*

*Nb. The above paragraphs or similar may be included for particular posts*

The job for which you are applying is subject to a criminal background check. It will be necessary, therefore, for you to produce proof of identity at the interview. Please complete the Identification Evidence Form enclosed and hand it to the recruiting panel /officer / Headteacher, with the original documents required. These will be returned to you.

You will also be required to bring proof of .....Qualifications....GTC membership..

Candidates are invited to visit the School on .....(date) at .....(time).

In accordance with the County Council's equal opportunities policy would you please let me know if you have any special needs so that suitable arrangements can be made for your attendance at interview.

The Governing Body has agreed to pay travelling expenses, as outlined on the back of the enclosed claim form. If you wish to claim please complete and return the form to me at the above address.

Please confirm your attendance at the interview by ..... (date) by telephoning ..... on the above number..

Yours sincerely

**VERIFICATION OF QUALIFICATIONS OF**

**POST TITLE** \_\_\_\_\_

**Qualifications e.g. Degree, NPQH**

<b>Qualifications e.g. Degree, NPQH</b>			
<b>Certificate</b>	<b>Seen</b>	<b>Certificate</b>	<b>Seen</b>

**I can confirm that I have seen and checked the certificate(s) above as proof of qualification(s) for the named candidate. The certificate(s) were originals and in good condition.**

Name of the verifying officer:

Signature of verifying officer:

Date:

**Interview Assessment Form**

Name of Candidate:

Title of Post applied for, grade and Salary:

Location of Post:

Interviewing Officers:

Nb. Appointing officers/panels should ask questions which enable them to ensure that all candidates meet the requirements of the post including the ability to safeguard and promote the welfare of children and young people.

	<b>QUESTIONS</b>	<b>EXPECTED RANGE OF RESPONSES</b>	<b>COMMENTS ON RESPONSES</b>	<b>SCORE 0-5</b>
1				
2				
3				

SUMMARY:

..... PRIMARY SCHOOL

MINUTES OF A MEETING OF THE SELECTION PANEL TO APPOINT A HEADTEACHER/  
DEPUTY HEADTEACHER FOR ..... PRIMARY SCHOOL HELD AT  
..... ON .....

PRESENT: ..... (Chair of Selection Panel)

IN ATTENDANCE: ..... (Adviser)  
..... (Governance Team Representative)

## PART TWO

### 1. INTERVIEW ARRANGEMENTS

The Selection Panel met prior to the interviews to agree the questions and areas to be covered by individuals. Members of the Panel had a sheet of the agreed questions for each candidate on an interview assessment form to enable them to record responses and their comments.

### 2. INTERVIEWS

Candidates were seen in the following order:

Time	Name
-	.....
-	.....
-	.....

The candidates were asked to give a **presentation**. The **presentation** was followed by questions of clarification and then a formal interview using the questions previously agreed.

After the final interview the Senior Phase Adviser summarised each candidate's application and the Selection Panel then discussed the candidates by reference to the person specification and their individual interview assessment forms. The confidentials for the recommended candidate for appointment were made available to the Selection Panel.

RESOLVED: that ..... (name) be recommended to the full Governing Body for the appointment of Head Teacher with effect from ..... (date), on a starting salary equivalent to LG .....

Signed..... CHAIRMAN OF SELECTION PANEL

Dated.....

ES1P/225

.....PRIMARY SCHOOL

MINUTES OF A MEETING OF THE GOVERNING BODY HELD AT ..... ON  
.....

PRESENT: ..... (Chair of Governors)

IN ATTENDANCE: ..... (Area Representative)

**PART TWO**

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from .....

2. RATIFICATION

The governors considered the recommendation from the Selection Panel and following a vote it was

RESOLVED: that .....(name) be appointed as Head Teacher with effect from ..... (date), on a starting salary equivalent to LG .....

Signed ..... CHAIR OF GOVERNORS

Date .....

***CRIMINAL RECORDS BUREAU - IDENTIFICATION EVIDENCE FORM***

The form is an Appendix to Section A4 of the Schools' Personnel Handbook. It can be downloaded here –

[http://www.cccnet/Services/Corporate/Personnel/Education/CSPIS/Per\\_Hbk/A04/APPX11.doc](http://www.cccnet/Services/Corporate/Personnel/Education/CSPIS/Per_Hbk/A04/APPX11.doc)

**Single Single Central Record pro forma**

**Staff Category ..... (2)**

IDENTITY CHECKS						EMPLOYMENT DETAILS			
Surname	Forename	Address (3)	Date of Birth	Evidenced (4)	Initial & date	L.G continuous Service date	Date Commenced in school	Date Commenced in post	Job title

EMPLOYMENT CHECKS						SAFER RECRUITMENT CHECKS					
Right to Work Evidence (5)	Initial & date	Qualifications (6)	GTC Number	Initial & date	References Checked & Dated (7)	List 99 Details (8)	Initial & date	CRB Number & date	Initial & date	Details of Overseas Checks (9)	Initial & date

**NOTES**

1. The SCR need not be presented as hard copy. Inspectors should be happy to scrutinise it on a monitoring screen together with the officer who maintains it.
2. Insert teaching staff/ Support Staff/ Associates. Alternatively add another column which identifies the persons job.

(Associates will be workers who have regular contact with pupils but who are not directly employed by the school such as supply teachers; schools meals; school cleaning; tutors; sports coaches; regular contractors. Schools will not be in a position to record all of the details on the SCR for these categories of staff but should as a minimum record identity check details and the CRB reference number.

For those associate workers who are employed by CWAC such as school meals or school cleaning staff, advisers, specialist teachers etc the school does not need separate written confirmation from within the authority that checks have been carried out but should still undertake identity checks and record the CRB or List 99 reference number on the SCR. Identity checks for these staff will usually be a staff photo ID card. For staff provided by external agencies, schools should have a written undertaking from the provider that they carry out the necessary checks. This may be in the form of a letter or contract (in which case the individual CRB number is still required) or a certificate relating to each worker provided.

3. Address should be up to date.
4. Record the type of documentation used to evidence identity including any unique reference number eg a passport number or driving license number plus the initials of the person who saw the documents and the date on which they were seen
5. As above, record details of the type of evidence accepted for right to work.
6. Record relevant qualifications related to the post. As a minimum QTS for teachers must be recorded but you may also record NPQH; degree details; NVQ etc. Copies of qualifications should be kept on personal files and be accessible for inspection.
7. Date and initial to record that references have been received and checked and retain originals in staff personal files accessible for inspection.
8. List 99 details should only be necessary for staff (including other CWAC associate workers) employed before March 2002 who have never changed jobs, or staff starting work before an enhanced CRB has been received. Such staff should be subject to a risk assessment and should not have unsupervised access to children and young people. From July 2010 all new appointments must be registered with the Independent Safeguarding Authority **before** taking up post. ISA registration will include an enhanced CRB check which in itself includes a List 99 check.
9. Overseas checks will be needed for any staff who have recently lived abroad and for whom the documentation necessary to undertake an enhanced CRB check is not available.
10. Entries for staff who leave should be deleted from the record

Feb. 2010

More information can be found in the DfES guidance to all schools on this link –

[http://www.cccnet/Services/Corporate/Personnel/Education/CSPIS/CRB/OFSTED\\_Report\\_0606/Letter%20to%20schools%20on%20record-keeping,%20070706.pdf](http://www.cccnet/Services/Corporate/Personnel/Education/CSPIS/CRB/OFSTED_Report_0606/Letter%20to%20schools%20on%20record-keeping,%20070706.pdf)