



Recruitment and Selection Policy

 ASPIRATION	Aspiration: Dream Big <i>If your dreams don't scare you, they aren't big enough!</i>
 RESILIENCE	Resilience: Be Determined <i>Resilience is a skill, not an ability. It can be learnt.</i>
 RESPECT	Respect: Communicate with Kindness <i>Manners cost nothing but mean everything.</i>
 INITIATIVE	Initiative: Solve Problems <i>Every problem is a gift – without problems we would not grow.</i>
 REFLECTIVE	Reflective: Never Stop Learning <i>Never stop learning because life never stops teaching.</i>

To Be Approved

1.0 Safer Recruitment

This policy is underpinned by the Department for Education (DfE) Keeping Children Safe in Education (September 2019) document and Leeds Schools Safer Recruitment Policy to promote safer recruitment practices. This ensures proper safeguards are in place for children and young people by helping recruitment panels to deter, reject or identify people who may abuse children, or who are otherwise unsuited to work with them. These measures must be applied to everyone who works in an education setting where children and young people are likely to perceive the individual as a safe and trustworthy adult. This includes people who work in school who are not on the school's payroll, those staff who do not have direct contact with children within their role, and all contractors and volunteers.

Appendix A outlines the school's recruitment checklist which will be followed by the Chair of the recruitment panel or the recruitment administrator to ensure the safer recruitment procedures are adhered to.

2. The Equality Act

Royds School recognises and adheres to the provisions of the Equality Act 2010. The school ensures the workplace is a fair environment and complies with the law. There remain a number of protected characteristics as outlined in the legislation. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Fairness in how the school recruits and selects employees plays a significant part in creating a fair environment. Every internal and external applicant for a job within the school is considered against criteria which relate only to the requirements of the job.

2.1 Discrimination Against Applicants

The school recognises that there is the possibility for allegations of discrimination in the recruitment process prior to employment whereby a potential applicant, applicant, or selected candidate may claim discrimination on the grounds of the protected characteristics. ACAS defines the types of discrimination as follows:

2.1.1 Direct Discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

2.1.2 Discrimination by Association

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

2.1.3 Perception Discrimination

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

2.1.4 Indirect Discrimination

This can occur when a condition, rule, policy or even a practice in school organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if it can be demonstrated that the school has acted reasonably in managing the organisation, i.e. that it is 'a proportionate means of achieving a legitimate aim'.

Being proportionate means being fair and reasonable will include considering alternatives to decisions being made.

All actions and documents involved in the process will be free of any criteria that could be interpreted as being discriminatory within the terms of the Equality Act 2010. For example, advertisements, job descriptions and person specifications will not include anything that could be construed as an intention to discriminate on an unlawful basis.

Unlawful discrimination could also be found in the offer of that employment; in the terms on which employment is offered; or by refusing, or deliberately omitting, to offer employment, for example, a deliberate omission from a shortlist on grounds of the protected characteristics defined under the Equality Act.

2.2 Reasonable Adjustments for Interview / Assessment Purposes

It is permitted under the Equality Act to ask candidates when inviting them to interview and assessment to notify you of any reasonable adjustments they may need to be made to allow them to take part.

Candidates will be asked when inviting them to interview to notify the school of any reasonable adjustments that may need to be made.

Candidates are requested to notify an administrative contact, not involved in the selection process, of any reasonable adjustment required and that this contact then ensure that adjustments are in place. Although it may be very apparent to an interview panel that an adjustment has been made, the contact should not inform the panel that an adjustment has been made.

2.3 References & Health Checks

Under the Equality Act 2010, individuals will not be asked about their absence record, health or disability in the application or interview stage prior to being offered a post except in very limited circumstances. The school will not collect information or enquire into an individual's absence record, health or disability in the application or interview stage prior to a candidate

being offered a position. Checks may be completed post-offer with a view to making reasonable adjustments or ensuring the individual is capable of doing the job.

2.4 Employment Legislation

There is a significant body of employment legislation and guidance which has an impact on the Recruitment and Selection process. This includes:

- School Staffing (England) Regulations 2009
- Keeping Children Safe in Education (DfE 2016)
- Equality Act 2010
- Asylum and Immigration Act 1996
- Rehabilitation of Offenders Act 1974
- Data Protection Act 1998
- Staffing and Employment Advice for Schools (2017)

Reference to the relevant legislation will be made throughout the policy and within the guidance and supporting documents.

3. Safeguarding and Safer Recruitment Practices

Safeguarding and promoting the welfare of children is an essential part of creating a safe environment for children and young people and must be an integral factor in the management of recruitment and selection at every stage.

In line with DfE guidance the paragraph below is included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks and induction training materials:

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

3.1 Disclosure and Barring Service (DBS)

The school will always insist upon the appropriate level of check for the work being carried out in line with the current legislative framework.

3.2 Safer Recruitment Training

It is a requirement that at least one member of the interview panel has successfully Safer Recruitment training prior to the start of the recruitment process.

4. The Recruitment Process

4.1 The Objective

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school.

It is also important to remember that applying for a vacancy is often the first contact an individual has with the school therefore the experience should be positive and all those responsible for recruiting should:

- ensure that all applicants, whether successful or unsuccessful have a positive experience of the recruitment process
- give successful applicants a clear understanding of the post and what is expected of them
- reduce the risk of a bad selection decision which may lead to problems in the future or may not meet the commitment to safeguarding children.

4.2 Evaluating the Vacancy

The school has a staffing structure in place or will be moving towards a planned structure as circumstances change in certain areas.

When a vacancy arises, the Head will review the school's staffing needs and determine whether it is appropriate for the post to continue in its previous form or whether changes should be made.

5. Job Description and Person Specification

5.1 Job Description

The school recognises that a job description is a vital tool in making the recruitment and selection process fairer and more effective. Job descriptions must be used for all posts. A clear and precise job description will make it much easier to identify the skills, experience and knowledge which are needed to do the job.

Before any post is advertised, an up-to-date job description will be prepared. It will describe fully and in plain, non-discriminatory language, the responsibilities and duties of the post.

The job description will also include:

- The job title.
- The job purpose – why the job exists.
- The reporting structure – to show where the job is placed within the school.
- Main duties.
- Salary band.
- Grade.
- A statement about commitment to promoting and safeguarding the welfare of children should be incorporated in all job descriptions.

If a nationally or locally agreed job description exists, this should be used. The School Teachers' Pay and Conditions Document (STPCD) contains details of the professional duties and salary scales.

When a new post is created, or when a vacancy arises and there is a need to modify the existing job description, consideration will be given to ensure that conditions of service are not breached and that the equal pay provisions of the Equality Act are observed.

5.2 Person Specification

An up to date person specification is an essential feature of the recruitment process and is used for all roles. It is essential in enabling a shortlist of applicants to be drawn up and a final selection to be made, based on fair, equitable and consistently applied criteria. It will ensure, as far as possible, that the right person is appointed to the position.

Person Specification will include:

- the knowledge, skills, experience and qualifications, and any other requirements needed to perform the role in relation to working with children and young people;
- the competences and qualities that the successful candidate should be able to demonstrate; and
- detail the method of assessment, for example, application form, test, or interview.

Care is taken to ensure that the person specification is free of any criteria that could be interpreted as being discriminatory such as age limits or physical requirements.

6. Filling Vacancies

In most cases when a vacancy arises it will need to be filled on a like for like basis. In some circumstances, a permanent role may need to be filled on a temporary or fixed term basis. Under the Fixed-term Employees (Prevention of Less Favourable) Treatment Regulations 2002, there are a limited number of circumstances which provide a fair reason to create a temporary or fixed term contract. These are:

- To cover a period of long-term absence.
- To cover a period of maternity, paternity, adoption or parental leave.
- To cover absence due to a secondment.
- To carry out a short-term project.
- Where a role is attached to specific funding.

Fixed term or temporary employment contracts are not be created or offered to any applicant, including NQTs, as a way of imposing a probationary period.

6.1 Internal recruitment

When a vacancy arises and often before it arises e.g. upon receipt of a resignation, the Headteacher will identify opportunities for appropriate existing staff to apply for the vacancy or additional hours first.

Whilst reviewing the school's current internal capacity, consideration will be given to:

- The potential for temporary or fixed term acting up opportunities
- Ensuring internal opportunities are shared with all appropriate staff including colleagues on leave.
- The potential need to fill further vacant posts or hours if the appointment were made internally.

- If an internal employee's role is at risk, or if a temporary or fixed term contract is coming to an end, whether the employee will have an automatic right to be offered / or to apply for the post

In this case, consideration will be given to the employment rights of the employee.

6.2 Re-deployment

Leeds City Council is committed to supporting re-deployees to secure employment through the Managing Staff Reductions policy and procedure. Working with Leeds City Council, the schools may invite re-deployees to apply for vacancies.

6.3 Advertising

The purpose of the advert is to attract suitably qualified and experienced applicants to apply for the role.

An internal advert should highlight the key duties of the role and experience required, and should include the job description and person specification. The advert must be circulated to all appropriate staff including those absent at the time of the advertisement i.e. staff on maternity and other types of leave.

The Headteacher may ask for initial expressions of interest to gauge the size and quality of the internal field before deciding whether to continue with the internal or external recruitment process, or both.

The internal recruitment process must include an interview and the applicant(s) may be asked to complete an application form to support their application.

The school will also consider whether it is necessary to advertise externally and in which publication, being mindful of advertising timescales, deadlines and costs when using services such. External adverts will normally be live for at least two weeks to allow the advert to be seen by potential applicants and to give individuals a reasonable amount of time to apply.

Existing employees applying for a role which is being advertised externally will apply through the external process, so they are treated in the same way as all other applicants.

In some cases of external recruitment the school will need to use a supply agency. In such case the school will ensure the agency satisfies the required safeguarding requirements.

For safer recruitment purposes, all advertisements will include the following statement:

'This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure.'

Advertisements will not include discriminatory statements which contravene legislation and will include the following statement:

'We promote diversity and want a workforce which reflects the population of Leeds'

6.4 Leadership recruitment

The principles of fair, legal and safe recruitment should be applied throughout the process. The key features of leadership recruitment are as follows:

- The responsibility for recruiting to a Headteacher post lies with the Governing Body.
- Deputy and Assistant Headteacher recruitment may be led by the Headteacher, supported by a panel of Governors.
- Permanent Headteacher and Deputy Headteacher posts will be advertised nationally unless in specific circumstances relating to Managing Staff Reductions.
- Leadership job descriptions and person specifications will be based on the National Standards for Headteachers.
- Resignation dates should be taken into account when planning the recruitment timeline.
- Internal and external candidates will be treated consistently. Care will be taken to ensure that no part of the recruitment process favours, or could be seen to favour, an internal candidate
- A range of assessment activities which reflect the duties of the post and the person specification should be used.
- The current post holder should not be involved in the recruitment process as this may lead to allegations of impropriety.

7. Information to Applicants

All applicants receive an application pack in addition to their application form. The application pack contains:

- the application form.
- explanatory notes about completing the application form.
- the job description, and person specification.
- relevant information about the school.
- statements of relevant policies such as the school's policy about equal opportunities, the recruitment of ex-offenders, the schools child protection policy statement etc.

For safer recruitment purposes, the job description and all supporting information states:

“Royds School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be required to have an up to date DBS disclosure”

All information sent to candidates will, if requested, be provided in other formats such as Braille and large print or CD.

7.1 Application Form

An application form will always be used to ensure that a common set of core data is obtained from all candidates. The school will not accept curriculum vitae drawn up by applicants or recruitment agencies in place of an application form as they do not meet safer recruitment requirements.

For applicants for all types of post the form will obtain the following information:

- Full identifying details of the applicant including current and former names, date of birth, current address and National Insurance number.
- 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 education or training and reasons for leaving employment.
- A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which he/she is applying with details of the awarding body and date of award.
- A declaration of any family or close relationship to existing employees or employers including councillors and governors.
- Details of referees should be the applicant's current or most recent employer and normally two referees. In some cases three references may be required.
- The form makes 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 their suitability for the post.

Disabled candidates will be allowed to submit applications in other formats than the standard application form. However CVs or tapes etc must follow the same format as the Application Form and answer the same questions.

8. The Recruitment Panel

The membership of the selection panel may vary according to the nature of the appointment to be made but in all cases there are important factors which should be considered:

- The Governing Body has overall responsibility for staff appointments but the day to day responsibility will be delegated to the Headteacher who will normally to lead all recruitment panels
- At least one member of the interview panel will have completed the NCSL, CWDC, Safer Recruitment Consortium face to face, or NSPCC online safer recruitment training.
- The shortlisting/interview panel should appoint a Chair whose role is to ensure that the recruitment process complies with policies and procedures
- The size of the panel should not be so large as to intimidate candidates and should comprise an odd number of people to ensure that a decision can be made. It is recommended that a minimum of three people form the selection panel
- Where practicable, the panel should be as diverse as possible in terms of gender and ethnicity and if possible should reflect the demographic profile of the school
- Other than in the most exceptional circumstances the same panel should be responsible for both short listing and interview. Members of the panel need to be familiar with the job description and person specification
- Where a candidate is known personally to a member of the selection panel the panel member should declare it before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest, taking into account the relationship between the panel member and the applicant.

9. Shortlisting

9.1 Process

All applications will 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 application forms will not be accepted and will be returned to the applicant for completion with a clear timescale for re-submission.

In line with safer recruitment guidance, any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be discussed with the applicant if they are shortlisted. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment or a mid-career move from a permanent post to supply teaching or temporary work will also need to be noted. These points should be verified at interview.

9.2 Objectivity

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation. New criteria will not be introduced at this stage.

Care will be taken to avoid negative assumptions, for example, about a person's ability to work in the light of home circumstances. If an applicant has submitted an application, it is assumed that they have made adequate arrangements. If an applicant lacks work experience it will not be assumed that they lack relevant skills. Consideration will also be given to skills acquired in outside activities, which would be relevant to the post.

The standard of completion of the application form will not be used as a test of literacy or other suitability for the job since it could be discriminatory to assume all candidates have the ability to complete the form to a certain standard.

9.3 Equality

In relation to the guidance on making reasonable adjustments for disabled candidates at interview / assessment, the following should be noted; if the workplace in question is not accessible for people with impaired mobility, funds may be available, through Access to Work, to adapt the workplace or provide any special equipment needed.

9.4 Recording the Process

It is important that clear records are kept as it may be necessary to justify a decision if challenged, or to give feedback to applicants at a later stage.

The panel will agree a consistent and systematic method of scoring the applications, for example, each application could be scored with numerical grades to weight the criteria outlined in the person specification.

The shortlisting form will be completed to record where the applicants meet the requirements of the person specification. If an applicant does not satisfy the specification then make a note as to why.

No matter how many applications are received, all application forms will be read and recorded as explained.

9.5 Filtering Large Numbers of Applications

To be eligible for interview an applicant must be able to meet all of the essential criteria on the person specification, which can be assessed from the application form. If a large number of applicants meet all the essential criteria the school will look at the applications again to determine those who meet the desirable elements of the person specification. This should narrow the field. A fair and consistent method of scoring must to be followed to ensure the decision is clear and justifiable.

Where a large number of applicants meet all the essential and desirable criteria the panel may create a long list for the post. This may involve the use of pre-selection techniques, for example, a test, presentation or interview from which you could reduce the field further before carrying out the final shortlist interviews. It is important, however, that any supplementary method used must be valid, reliable, quantifiable and non-discriminatory.

10. References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions and provide assurances in terms of safeguarding. References will always be sought and obtained directly from the referee using the standardised school reference form. The school does not accept references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern".

References will be sought on all shortlisted candidates, including internal ones. References will 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.

It is not permitted to ask about an individual's absence record or any health-related questions prior to making an offer to a candidate. Therefore, there are no references to absence or health in the reference request.

One reference must 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. References should not be accepted from relatives or from people writing solely in the capacity of friends.

In exceptional circumstances it might not be possible to obtain both 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.

In any case where a reference or references have not been obtained before interview, the school must ensure that two references have been received and scrutinised and any concerns are resolved satisfactorily, before a start date is agreed and the preferred candidate's appointment is formally confirmed in writing and the contract issued.

11. Interview and Assessment Process

11.1 The Interview

The interview will always assess the merits of each candidate against the job description and person specification and for those posts working with children and young people, an exploration of their suitability to work with children.

The selection process will always include a face to face interview even if there is only one candidate. The panel may ask if the candidate would require any support and/or adjustments to carry out the role.

11.2 Selection Tests and Exercises

Validated assessment activities can assist in making shortlisting and selection decisions by assessing attributes which the interview alone cannot easily measure, for example computer software skills.

If a supplementary assessment or a full assessment day is to be used as part of the recruitment process, it will be a valid way of measuring the skills and aptitude required for the job. Tests will not contain any bias which may discriminate against applicants.

When administering assessments, special arrangements will be made for people with disabilities e.g. a reader for dyslexic candidates or large print and/or improved lighting for partially sighted candidates.

11.3 Involving Young People

Students make a valuable contribution towards the assessment process. However, they will not be involved in the final decision-making part of the process as they are not part of the recruitment panel.

Where students are involved in any part of the process, that the principles of equality, fairness and transparency apply at all times. Each candidate will be subject to comparable experiences, which adhere to the principals outlined above in order that objective assessments can be made.

Where a school panel or student-led tour of the school forms part of the assessment process, the students will be supported by a member of staff to ensure that the same rigour and objectivity is applied to these activities as with any other part of the process.

12. Interview Preparation

12.1 Inviting Candidates to the Assessment Process

When arranging interviews a reasonable amount of notice will be given to the candidates and dates arranged with the rest of the interviewing panel. Where possible candidates are given

five working days notice. Dates and times will be arranged with the whole of the interview panel and assessments and interview questions agreed.

The interview letter will provide or request the following information:

- The interview date and time, venue, directions to the venue and information about assessments, if relevant.
- That candidates must bring evidence of their eligibility to work in the UK by bringing appropriate documentation to the interview, such as a birth certificate, passport or relevant Home Office documentation.
- That candidates must 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.
- That a photocopy of all candidates' identification and certificates will be made on the day of interview and retained in the successful candidate's personnel file.
- That the preferred candidate will be required to have a cleared enhanced DBS certificate.

12.2 Disabled Candidates

Disabled candidates who are shortlisted will be asked to contact the school to discuss any adjustments they need to be able to attend the selection process. This may involve providing assistance to those with hearing, sight or mobility difficulties or allowing them to bring a friend or colleague.

Disabled candidates will also be given information about such matters as physical access to the premises and parking facilities.

13. Interviewing

12.1 Scope of the Interview

In addition to assessing and evaluating the candidate's suitability for the post, the interview panel will also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/school's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- whether the candidate wishes to declare anything in light of the requirement for a DBS check. (If a disclosure is made the panel will seek HR advice).

12.2 Conducting the Interview

The Chair of the panel is responsible for ensuring that the interview is conducted in a fair and appropriate manner. So that all candidates are treated consistently and fairly, questions will be structured and based on the job description and person specification.

Candidates will be treated consistently, and given a fair and consistent amount of time to answer questions.

Questions relating to a candidate's age, gender, gender reassignment, pregnancy or maternity, disability, sexual orientation, marital status, race, or religion/belief will never be asked. Fluency in the English language will not be used as a selection criterion unless it is a genuine requirement of the job.

It is the responsibility of the Chair of the interview panel to ensure all questions are fair and lawful.

12.3 Recording the Outcome

The Chair of the Panel is responsible for ensuring the completion of a joint interview scoring sheet for each candidate. A method of scoring will be agreed prior to the start of the interview and panel members asked to record notes to support their scores for the candidate's responses. The Chair will decide a method for agreeing a joint score for each candidate.

It is important that a copy of the joint interview scoring sheet, along with any other assessment records is retained in case any candidate asks to see written records of the selection process and decisions made. The Headteacher, chair of the panel or other suitable person should also refer to the records when providing feedback to candidates on their performance and so should retain the records until the feedback is complete.

14.0 The Selection Decision

The Chair of the Panel should ensure that no irrelevant information is introduced at this stage and that all decisions are based on how well the candidates meet the person specification.

14.1 Disabled Candidates

Disabled candidates will be measured against the Person Specification in the same way as other candidates, taking into account any reasonable adjustments.

14.2 Job Share Candidates

If a person applies for a full-time position and requests part-time hours, it is unlawful to discriminate against them at any stage of the recruitment process including at the shortlisting and selection stage. Fair consideration will be given to accommodating part time hours as will the possibility of recruiting another person to fulfil the remaining hours on a job share basis.

15. Offer of Appointment

15.1 Interim Offer of Employment: Pre-Appointment Checks

A verbal offer to the successful candidate should be followed up in writing with an interim offer letter from the Chair of the panel and should include the agreed starting date and starting salary details (i.e. scale and starting point, pro rata details, UPS, TLR or SEN allowances)

It is the responsibility of the Chair of panel to ensure that the following checks are undertaken:

- Verification of the candidate's identity using photographic ID and proof of address.

- Verification of eligibility to work in the UK.
- Overseas check, where appropriate.
- Verification of the candidate's mental and physical fitness to carry out their role, pre-employment health questionnaire.
- The receipt of at least two satisfactory references.
- Verification of qualifications.
- Verification of professional status where required e.g. QTS status (unless properly exempted), NPQH.
- A check of the DfE Barred List.
- Obtaining a DBS Enhanced Disclosure, verified by the school.
- A Disqualification by Association check, if applicable.
- A check using the Employer Access Online Service or Teacher Pension Online website to see if a prohibition order issued by the Secretary of State for Education exists against the individual or not.
- For teaching posts- verification of successful completion of statutory induction period for those who obtained QTS after 7 May 1999.

15.2. Disabled Candidates

When a job offer is made to a disabled candidate, every effort will be made to acquire equipment, make adaptations, arrange support or adjust working practices. Disabled persons will be invited to visit the workplace to discuss their requirements as soon as they have accepted a job offer.

15.3 Informing the Unsuccessful Candidates

Unsuccessful candidates will be informed either by phone or in writing. On no account will this message be left with partners, colleagues or friends.

Feedback will be offered to all candidates and provided promptly if requested.

Feedback will usually be verbal and include an overview of the results of tests and exercises as well as from the interview. The feedback will be accurate and factual and the message will be delivered in a supportive manner. Raw scores will not be given; instead the person providing feedback will provide a balance between those areas where the candidate did well or showed strength, and areas of development, where the candidate needs to improve in the future.

16. Induction

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

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

- policies and procedures in relation to safeguarding including child protection, local child protection and safeguarding procedures, anti-bullying, physical intervention/restraint, intimate care, online safety.

- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment,
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures including managing attendance and special leave, staff appraisal, health and safety, disciplinary, capability, grievance and whistle-blowing.

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

Appendix A: Royds School Recruitment Planner



Royds School Staff Recruitment Planner

Successful Candidate Information			
Name:		Appointment Date:	

Post Details			
Post Title:		Responsible to:	
Department:		Responsible for:	
Term:	Permanent / Fixed		

Teaching Posts		Support Posts	
Range:		Band:	
TLR:		Hours:	
FTE:		TTO / AY:	
		Extra days:	

Who has evaluated the post requirements within the structure?	
Who reviewed the equality implications?	
Are there any additional safeguarding considerations e.g. intimate care?	

It is assumed unless stated otherwise and pre-agreed by the Head that all teaching appointments will be subject to an enhanced DBS check with barred list information as well as a prohibition check.

Timing		
Proposed start date		For an Autumn term start, notice needs to be given by 31 st May. For a Spring term start, notice needs to be given by 31 st October. For a Summer term start, notice needs to be given by 28 th February.
Date teacher must hand their notice		
Interview date:		Before the above.
Shortlisting meeting:		At least a week before the above.
Applications close:		At least a week, ideally two, before.
Advert publicised:		At least a week before the above.

Staffing Implications		
Chair of Panel:		The composition of the panel should be as diverse as possible to comply with equality legislation. Panel members four and five are optional.
Panel Member 2:		
Panel Member 3:		
Panel Member 4:		
Panel Member 5:		
Safer Recruitment trained panel member(s):		
Administrative contact:		Disability access contact
Interview day admin:		
Pre-visit contact:		
Tour lead:		
Task admin:		

Job Description and Employee Specification	
Is a nationally or locally agreed job description being used?	Yes / No
If not, has the job description been checked with HR?	Yes / No
Has the employee specification been checked for any potentially discriminatory criteria?	Yes / No
How are candidates to be assessed in addition to the application form (e.g. covering letter), if applicable?	
Has the appropriate safeguarding wording been used on the job description and employee specification?	Yes / No
Are candidates expected to complete anything in addition to the application form?	
Is a pre-visit being offered?	Yes / No
If so, when can candidates visit and who will manage this?	

Advert	
How widely is the post to be advertised?	Only Internal / External
If external, where is the advert to be placed?	
Where has the advert been placed internally?	
Has the appropriate safeguarding wording been used on the advert?	Yes / No
Has the appropriate equal opportunities wording been used on the advert?	Yes / No
Are the application packs ready for candidates?	Yes / No

Shortlisting	
Who is responsible for providing packs to the panel?	
Have the applications been initially checked for any potential safeguarding issues to be addressed with candidates?	Yes / No
Has it been checked whether a candidate is known to any member of the panel?	Yes / No

Pre-Interview	
Are questions agreed for the interview?	Yes / No
Are there any additional tasks or presentations required?	Yes / No
Have shortlisted candidates been invited for interview?	Yes / No
Have references been requested for shortlisted candidates?	Yes / No
Have application forms for unsuccessful candidates been returned by the panel?	Yes / No
Has a timetable for the day been prepared?	Yes / No
Is a room booked for the interviews and any task?	Yes / No
Where will candidates wait around tasks / interviews? Please consider safeguarding and supervision	Yes / No
Are there any adjustments that need to be made for disabled candidates? NB: panel are not permitted to be aware of the nature of any adjustment made.	Yes / No
Have assessment grids been prepared for each candidate?	Yes / No

Interview	
Have any adjustments that need to be made for disabled candidates been prepared?	Yes / No
Are the refreshments etc. available in the room?	Yes / No
Do reception have a list of who is invited for interview?	Yes / No
Who is responsible for making copies of ID and qualifications?	
Have references been received for shortlisted candidates?	Yes / No
Has the Chair a list of any potential safeguarding issues to be addressed with candidates?	Yes / No
Are there any candidates who need to provide any Home Office / Asylum documentation?	Yes / No

Appointment		
Has the successful candidate been informed (subject to pre-appointment checks)?	Yes / No	
Who is responsible for informing and feeding back to unsuccessful candidates?		
Who is responsible for entering the information on the Single Central Record?		
Are the following complete for the successful candidate:	Reference 1	
	Reference 2	
	Identity 1	
	Identity 2	
	Qualifications	
	Professional status e.g. QTS	
	Successful NQT induction	
Asylum checks?		
Has at least one referee been telephoned to verify they provided the reference?	Yes / No	
Has the DBS been completed for the successful applicant?	Yes / No	
Has the prohibition check been actioned?	Yes / No	
Has the medical screening questionnaire been completed for the successful applicant?	Yes / No	
Has an interim offer letter been sent?	Yes / No	
Have the payroll forms been completed?	Yes / No	
Acceptance letter received?	Yes / No	
Have all notes and packs been returned from the panel and destroyed / archived as appropriate?	Yes / No	

Chair's Signature	
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Date	
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Safeguarding Checks

Post Details	
Name:	
Post:	
Appointment date:	

Address	
Document seen:	
Date:	
By who:	
Signature:	

ID Check	
Type of ID seen 1*:	
Type of ID seen 2*:	
Overseas checks required:	
Overseas checks complete:	
Date:	
By who:	
Signature:	

* If photo ID was not provided, please detail additional steps taken to verify the person's identification:

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Qualification Check	
Document(s) seen:	

Date:	
By who:	
Signature:	

Prohibition Check (Teachers only)

Date:	
By who:	
Signature:	

DBS Check

Type of DBS:	Standard / Enhanced / Enhanced with barred list information
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It is assumed unless stated otherwise and pre-agreed by the Head that all teaching appointments will be subject to an enhanced DBS check with barred list information as well as a prohibition check.

Is the person starting before the DBS check is returned? This should only be in exceptional circumstances, pre-agreed with the Head and if barred list check is complete.	Yes / No
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If yes, what arrangements are in place to ensure no unsupervised contact with children:

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Disclosure number:	
Date seen:	
Who checked it?	

Personnel File and SCR Entry

ID Type 1	
ID Type 2	
SCR Entry	
Date:	
Signature:	

Head's Signature		Date	
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Royds