



**D**etermination **R**espect **E**ngagement **A**mbition **M**otivation **S**uccess

Trafford Alternative Education Provision

# Recruitment Procedure

[2025]



## Determination **R**espect **E**ngagement **A**mbition **M**otivation **S**uccess

Trafford Alternative Education Provision

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Sarah Wright	Updated Logo and include online checks	October 2025

Approvals

Name	Position	Date
Linda Thompson	Executive Headteacher	

Links to

Policy
<ul style="list-style-type: none"> <li>• Equal Opportunities</li> <li>• Safeguarding</li> </ul>

General Data Protection Regulation (GDPR)
This policy document has been reviewed in compliance with GDPR (May 2018) Linda H Thompson, Executive Head teacher 



**Determination Respect Engagement Ambition Motivation Success**

## **Trafford Alternative Education Provision**

### **Our Mission Statement:**

Trafford Alternative Education Provision is committed to providing....

A 21<sup>st</sup> Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

# RECRUITMENT & SELECTION PROCEDURE

## FOR ALL SCHOOL STAFF

Document Control	
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<b>Distribution</b>	HR Toolkit

## **1) Introduction to Safer Recruitment**

The Recruitment and Selection procedure sets out what should happen throughout the recruitment process, from a vacancy arising to a new person starting in post. The procedure helps to ensure that the best person for the job is appointed and that any potentially discriminatory practices are eliminated. All recruitment decisions should be taken in accordance with this procedure and anyone who is involved in any stage of the recruitment process must have a clear understanding of this process.

The recruitment and selection process for all employees, whether full, part time or casual, permanent or fixed term, should be transparent and reflect the commitment the school/educational establishment has to protecting children and young people.

It is important that all employees and volunteers are recruited within processes that meet the following regulatory and legal requirements:

- Working Together to Safeguard Children 2010
- The Richard Report
- Safeguarding Children and Safer Recruitment in Education
- School Teachers Pay & Conditions Document
- Burgundy Book
- Support staff conditions of service
- School Model Pay Policy
- Teachers' Standards

HR regularly review all the policies and procedures they recommend to ensure there are no negative equality impacts. Consultation with our customers is an important part of how we achieve this. If you feel, on reading this policy, that there may be a negative equality impact within your school, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the following officer:-

Schools HR Team      telephone number: - 0161 912 5440

HR Business Partner   email address: - [schoolshrteam@trafford.gov.uk](mailto:schoolshrteam@trafford.gov.uk)

## **2) Record Keeping & Monitoring Recruitment Activity**

### ***2.1) Management Information***

The school/educational establishment is committed to monitoring recruitment activity, to ensure fairness and transparency in the process.

The Recruitment and Selection Procedure is the subject of an Equality Impact Assessment process and therefore monitoring the progress of applicants at key stages in the recruitment and selection process is mandatory.

### ***2.2) Confidentiality***

Information obtained during the recruitment process must be treated as confidential and all records should be stored in locked cabinets or securely in an electronic format. If there are any concerns or queries with regard to data protection, advice can be sought from HR.

### 3) Before advertisement

#### 3.1) Undertake a Job Analysis

A vacancy presents an opportunity to reassess the requirements of the job or to consider restructuring. This assessment is valid whether it is to fill an existing job or a new one.

Prior to deciding to fill a vacancy it is useful to:

- Consider whether the vacancy should be filled at all
- Consider whether the vacancy should instead be covered on an interim basis to allow more time to consider longer term solutions e.g. a temporary replacement through advertisement/fixed term contract, or using agency staff for example with Stop Gap (Trafford's supply agency for Primary Schools) □ Consider whether the function has changed:
  - have work patterns or new technology altered the job?
  - are there any changes which require different or more flexible skills from the jobholder?
- Create a job description and person specification if a new post, or review existing documentation for existing posts. For those schools/educational establishments that have adopted PARIS, job evaluation must be carried out by the Pay and Reward team for any new posts or where there is a substantial change to an existing post
- Determine whether the post is subject to a Disclosure and Barring Service check, and if so, record this on the job description and person specification

#### 3.2) Determine the Selection panel

The selection panel should ideally consist of a reasonable balance of age, ethnicity and gender. Ideally all members of the interview panel should have received recruitment and selection training, if this is not possible then at least one member of the panel must have been trained.

To avoid any possibility of bias, the panel should consist of ideally three, but no less than two, people.

The members of the panel should:

- Have the necessary authority to make decisions about appointment, or in the case of a Head teacher appointment, to make a recommendation about who to appoint, to the full governing body
- Be appropriately trained (ideally all, but as a minimum the Chair of the panel, must have attended Safer Recruitment training)

#### 3.3) Review the Job Description

This should detail the purpose, tasks and responsibilities of the job. A good job description will:

- Include the main purpose of the job – ideally described in a couple of sentences
- Include the main tasks of the job – it is useful to use active verbs, like 'writing', 'directing', 'calculating', instead of vague terms such as 'dealing with', 'in charge of'
- Reflect the responsibility that the school/educational establishment, its' employees and this particular role will have in relation to safeguarding the welfare of children and young people
- Reflect the scope of the job - expanding on the main tasks and the importance of the job. Job importance can be indicated by giving information such as the number of people to be supervised, the degree of precision required and the value of any materials and equipment used. For teaching staff, reference should also be made to the Teachers Standards

It should not contain any potentially discriminatory conditions or barriers e.g. unreasonable qualification criteria, unreasonable period of experience required, etc.

A good job description enables prospective applicants to assess themselves for the job and provides the basis for drawing up a person specification. It provides a benchmark for measuring achievements and can help with induction, appraisal and training.

### ***3.4) Review the Person Specification***

The person specification is a profile of the skills, knowledge and aptitudes considered essential and desirable in the job-holder, and therefore allows the school to profile the ideal person to fill the role.

It is very important that the skills, knowledge and aptitudes included in the specification are related precisely to the needs of the job. If the requirements are inflated beyond those necessary for effective job performance, the risk is that someone will be employed on the basis of false hopes and aspirations and this could also lead to discrimination against particular groups of potential applicants.

Factors to consider when drawing up the person specification include:

- Skills, knowledge, aptitudes directly related to the job, and whether these are essential or desirable
- Any specific criteria required to work with children and young people
- The nature and scope of previous experience necessary and whether this is essential or desirable
- The competencies necessary and whether these are essential or desirable
- Education and formal qualifications and relevant training necessary, and whether these are essential or desirable
- Any criteria relating to personal attributes or circumstances must be essential and directly related to the job, and must be applied equally to all groups irrespective of age, gender, disability, race, sex and sexual orientation, religion and belief,  
marriage and civil partnership, gender reassignment or pregnancy and maternity to avoid potential discrimination

The person specification should also include details of how each of the criteria will be assessed e.g. application form, certificate, test, presentation, interview, etc.

### ***3.5) Consider any Genuine Occupational Qualifications***

The Equality Act 2010 allows an employer to discriminate in certain circumstances where there is a genuine occupational qualification (GOQ). If a GOQ applies, it is permissible to recruit on the basis of a protected characteristic e.g. sex, race.

The GOQs most likely to apply in schools/educational establishments are as follows;

- Where the jobholder provides individuals with personal services promoting education or welfare and those services can most effectively be provided by a person of the same racial group or gender
- To preserve decency or privacy because the job is likely to involve physical contact with males/females in circumstances where they might reasonably object to it being carried out by a woman/man, or
- The holder of the job is likely to do his or her work in circumstances where males/females might reasonably object to the presence of a man/woman because they are in a state of undress or are using sanitary facilities

Every time a vacancy arises it is important to review whether or not a GOQ is justifiable.

## 4) Advertising

### 4.1) Design and Content

A well designed and presented advert can help to attract the right candidates. Adverts need to be tailored to the level of the target audience, and should always be clear and easily understood. They must be non-discriminatory, avoiding any gender or culturally specific language. To support this, all adverts should include the school's statement of commitment to equality and diversity, underlining that the school welcomes applications from all sections of the community. In addition, adverts for posts working with children should include a safeguarding statement.

Adverts could include the following information:

- Job title;
- Key job details including essential skills and experience (from the person specification);
- Salary level and any benefits
- The school/educational establishment's commitment to safeguarding and promoting the welfare of children and young people;
- The school/educational establishment's commitment to equality & diversity;
- Any relevant quality awards or logo's;
- A statement that posts can be open to job sharing consideration if appropriate;
- Closing date – usually two weeks. This may be extended for candidates who require translators or if information is required in Braille / large print / on tape;
- Details of how to apply;
- A statement that a CV will not normally be accepted, other than from disabled applicants where this is specific to their needs;
- In Voluntary Aided schools, applicants who are practicing members of a particular religious denomination can be encouraged, in order that they can support the religious ethos of the school;
- Information about the possibility of offering prospective applicants a visit to School. This opportunity will be of particular importance to candidates unfamiliar with the school, its location and to applicants for leadership roles. Care should be taken to treat all potential applicants in a consistent way in terms of the information shared about the school/role during the visit, as well as who from the school is given responsibility for accompanying candidates during their visit.

### 4.2) Advertising Media

The process of marketing needs to be considered carefully so as to attract a wide selection of good quality candidates. Possible methods of advertising include:

#### *Internet*

School/educational establishment vacancies can be advertised on the Internet via:

- [www.greater.jobs](http://www.greater.jobs) - Trafford is part of an AGMA consortium which has worked together to develop this collaborative recruitment website in order to attract people into jobs in local government both in the Greater Manchester and Trafford area.  
Anyone on visiting the council's jobs pages will be redirected to this website.
- A Recruitment Site – this is a specialist site, usually linked to a job area or sector,



e.g. for public sector roles at Jobs Go Public or Public Sector jobs sites. This approach will generally attract more potential job applicants, particularly if the site is well known and focuses on the types of the jobs the school wishes to advertise. However this approach can be more expensive.

- A Media Site – this is a website which is linked to traditional press advertising. The site may carry full details of the advertisement, or just a copy of the advertisement that appeared in the publication. This may help in attracting a wider number of candidates, but it is also dependent on the publication's promotion of its website and in certain instances jobs have to be advertised in the publication (with its related costs) before being placed on the website.

It is also possible to link between sites. For example, a job could be advertised on a recruitment site and when the job is selected, it links to the school's own website.

### *National Newspapers*

Advertising in the national press is expensive so it is important to consider the target audience. National press is generally used for managerial, professional or specialist vacancies.

### *Specialist and Professional Journals*

These journals are guaranteed to reach the precise group of potential applicants for specialist and professional vacancies, however they are often very expensive (although they often have a cheaper online alternative).

### *Jobcentre Plus*

Displays Trafford vacancies and refers potential recruits. They also administer some of the Government training programmes.

### ***Recruitment Agencies***

Often specialise in particular types of work, e.g. teaching, office work or computing, and may have potential applicants registered with them. For permanent staff, agencies should only be considered in exceptional circumstances.

### ***4.3) Information to Candidates***

Applicants should be provided with:

- job description and person specification
- application form (including equal opportunities monitoring form)
- guidance notes on completing the application form
- information for applicants including terms and conditions
- any relevant information about the school/educational establishment, which may include a link to the website

It is important to remember that the information pack needs to be available in different formats if requested by an applicant e.g. Braille, large print, etc.

### ***4.4) Application Forms***

A standard application form should be used for all posts, particularly where posts involve working with children and young people. Template forms for teachers and support staff are available in the Schools HR Toolkit.

CVs should not be accepted unless it is necessary to enable a disabled candidate to apply for a post. This is because CV's only offer the information that the applicant wishes to present, and do not enable recruitment panels to measure applicants consistently against the person specification.

The equal opportunities monitoring form should be numbered to link to the application form, but should then be kept separate from the application form to ensure it is not available to the panel and therefore not used as part of the selection process.

Particular attention should be made to any information disclosed by the applicant in the disclosure of criminal background section of the application form. Amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website ([www.gov.uk/db](http://www.gov.uk/db)). Any failure by a successful applicant to disclose the appropriate information could result in dismissal or disciplinary action. It should be noted however, that a criminal record will not necessarily be a bar to successfully obtaining a position in a school.

## ***5) Short Listing***

Short listing serves to match the applicants as closely as possible to the job description and person specification and to produce a short list of people to interview.

The guidelines for short listing are as follows:

- Those short listing need to be able to demonstrate fairness in the processes that they have used and ensure that the methods are free from bias and therefore do not discriminate on the grounds of age, gender, disability, race, sex and sexual orientation, religion and belief, marriage and civil partnership, gender reassignment or pregnancy and maternity
- At the outset, the Chair of the Panel is responsible for agreeing a scoring system to be used and then complete a short listing assessment form.
- Panels should score each candidates skills and experience against the person specification criteria.
- Applications should be checked to ensure they are fully completed and for any anomalies or gaps in employment (for shortlisted candidates these should be explored further at interview if necessary).
- All disabled applicants who meet the essential requirements of the person specification should be invited to interview. Applicants will indicate if they have a disability on the application form.
- It is important to keep records of what you have done and the decisions that have been made and why, in case there is any challenge to the process and decision making.
- Online checks are recommended as part of the Keeping Children Safe in Education at this stage.

Those candidates who best match the requirements of the person specifications, and those disabled candidates who meet the essential requirements of the post, may then be invited to take part in the next phase of the selection process.

## **6) Selection Techniques**

There are a variety of methods available to help in the selection process. It may be appropriate to use one, or a combination of these as outlined below:

### **6.1) Interviews**

The interview has two main purposes:

- to find out if the candidate is suitable for the role,
- to give the candidate information about the job and the organisation and confirm their interest in the role

For posts involving working with children, references should be sought prior to interview (see section 7.2).

The guidelines for conducting interviews and selection methods are similar to those for short listing and are as follows:

- Candidates should be measured against the criteria established in the person specification. This re-enforces the importance of the person specification as a key part of the process.
- Demonstrate fairness in the processes and ensure that the methods used are free from bias and therefore do not discriminate on the grounds of age, gender, disability, race, sex and sexual orientation, religion and belief, marriage and civil partnership, gender reassignment or pregnancy and maternity. Interviews must be carried out consistently to ensure that all applicants are treated fairly.
- Keep records of what has been done and the decisions that have been made in case of any challenge, or request, to justify the process and decision making. A structured scoring system based on the criteria outlined in the person specification should be used for this purpose. Some elements or competencies can be weighted if desired, although care must

be taken when considering the results that a high overall score doesn't mask a low score in a crucial area. The panel should record any decisions regarding weighting that is agreed.

- Write up notes immediately after the interview, recording relevant answers and detail. This not only helps the decision-making process but will ensure that feedback is available should the candidate request it. The provisions of the Data Protection Act 1998, enable candidates to ask to see interview notes where they form part of a 'set' of information about the candidate - for instance, the application form, references received and so on, or the full personnel file if the candidate is already working for the school. Be aware also that your reasons for appointing or not appointing a particular candidate may be challenged under discrimination legislation.
- Before making a decision to appoint, the whole process and paperwork should be reviewed to ensure that the exercise has been handled appropriately.
- Finally, decide whom to offer the role to as soon as possible after the interview/assessment process.

## ***6.2) Invitation to Interview***

Written correspondence will be sent to all candidates invited for interview. Information will include the time and place, directions to venue and composition of the interview panel. Any candidates declaring a disability on their application form should also be asked whether they need any adjustments to be made during the selection process.

The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, that they are suitable to work with children and young people (if appropriate) and that they are eligible to work in the UK.

Consequently all candidates should be asked to bring with them documentary evidence of their identity that will satisfy identification and DBS requirements, i.e. either a current driving licence or passport including a photograph, a full birth certificate or other document from the list. Full identity is then re-checked when the successful candidate completes their DBS form.

Candidates should also be asked to bring documents confirming any educational and professional qualifications that are an essential requirement 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. If it is an essential requirement of the post to belong to a professional body then evidence of this should also be provided at the interview stage.

A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

## ***6.3) Preparing for the Interview***

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

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

The panel should;

- read the application form, job and person specifications to identify areas which need further exploration or clarification
- be confident in dealing with any reasonable adjustments required
- plan relevant questions that are directly related to the job description and person specification

- agree; ○ questions for each aspect of the person specification ○ questions to assess the candidates attitude towards, and ability to safeguard and promote the welfare of, children and young people
  - whether there is a need to explore any gaps in a candidates employment history
  - an agreed structure for conducting the interview ○ the role of individual panel members
  - the evidence required for each aspect of the person specification ○ the interview environment to ensure no interruptions etc.

## ***6.4) Conducting the Interview***

It is important to encourage candidates to relax and give their best in what is, after all, a somewhat unnatural setting. It is important to keep the conversation flowing, and the introductions and initial 'scene-setting' can help all parties settle to the interview, however candidates should ideally do most of the talking

The following pointers may be helpful in conducting the interview:

- Introduce yourself and other interviewers; this also gives the candidate time to settle down.
- Give some background information about the School and the role - this helps everyone to focus on the objective.
- Advise candidates that notes will be taken and retained with their application form. The information recorded on the interview record forms is important for assessing candidates and for providing feedback after interview. It is essential they are retained as reference material in response to a potential complaint.
- Structure the questions to cover all the relevant areas, and only ask 'closed' questions where necessary. Open-ended questions (i.e. ones that can't be answered just by a yes or no answer) will encourage the candidate to speak freely - they often begin 'what', 'why', 'when', 'where' or 'how'.
- Avoid leading questions.
- Make sure the candidate is familiar with the terms and conditions of the job, and that the candidate is accepting of them.
- Tell the candidate what will happen next and when to expect the outcome.

## ***6.5) Selection Tests***

If the job involves practical skills, it may be appropriate to test for ability, before or at the time of interview. Any tests used must, however, be free of bias, be related to the necessary requirements of the job and be inclusive e.g. a disabled person can complete the test used. Marking criteria must be objective, and the record sheets should be retained in accordance with the Data Protection legislation.

## ***6.6) Presentations***

Presentations can be used as a selection tool, and are particularly appropriate when recruiting to senior roles, or where effective communication skills are required. The applicant should be provided with a topic and given a timeframe to deliver a presentation on the topic. The presentation topic can

be sent with the interview letter, or given to applicants on the day, where the latter approach is used time to prepare the presentation will need to be factored in to the timetable for assessing candidates.

### ***6.7) Teaching observation***

Teaching observations are a very useful selection tool to assess the key attributes for a teaching role. Where utilized, all applicants should be observed to ensure consistency and fairness. Consideration needs to be given to differences across the school relating to pupil groups and this selection tool should be used as part of a wider selection process in conjunction with other selection techniques.

### ***6.8) Other pupil interaction opportunities***

For example, participation in a Student Forum session, observed by a selection panel member(s), in order to assess a candidate's interactive and communication skills with pupils and test knowledge around a range of relevant issues. Consistency in terms of its application to all shortlisted candidates is vital, as well as setting aside sufficient time for the activity within the selection process.

## **7) Conditional Offer of Employment**

At the end of the selection process, each panel member should have recorded on their assessment sheets, evidence of how each candidate has met each of the selection criteria. Systematic analysis and assessment is important so that fair decisions can be made (and justified) and so that useful feedback can be given to candidates.

The panel should then reach agreement on which candidate is to be offered the appointment. The final panel decision must be recorded summarising to what extent each candidate met the selection criteria. The Chair of the Panel is responsible for this and for ensuring that he / she records the decision and confirms it with a signature and date.

Once a decision to make an offer of appointment has been made and the successful candidate has been conditionally offered the role by the Chair of the panel, subject to the receipt of satisfactory references, medical clearance, Asylum and Immigration checks and (where appropriate) Disclosure and Barring checks, the HR Shared Service should be notified on a New Starter Form (if appropriate). At this point guidance will be given to the person responsible for the appointment on what clearances are required in order to approve the appointment and the projected timescales which will vary depending on the complexity of the vetting process for the post, or on the candidate's background.

### ***7.1) Pre-Employment Checks***

There are a number of pre-employment checks that need to be carried out and these are detailed below;

- Receipt of at least two satisfactory written references, one being from the current or most recent line manager;
- Verification of the candidate's identity i.e. birth certificate, passport, driving licence, etc. (if that could not be verified at interview);
- Eligibility to work in the UK;
- Medical clearance;
- Verification of qualifications (if not verified at interview);

- Driving licence and driving documentation (if required for the role)
- Satisfactory enhanced check by the Disclosure and Barring Service (if required); □  
Verification of professional status (where required);

All checks should be confirmed in writing and documented and retained on the individual's personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations). Checks should be followed up where they are unsatisfactory or there are discrepancies in the information provided. When the DBS certificate is accepted a copy of the certificate number should be retained on the School's single central record.

## 7.2) References

An offer of appointment to the successful candidate is conditional upon the receipt of at least two satisfactory written references. One of these must be from the individual's current or most recent employer.

For any posts involving working with children, references should ideally be sought prior to interview for all candidates, responsibility for reviewed the contents of the reference rests with the chair of the panel. Where receipt of references on this basis is not possible (e.g. where applicants have not given permission for this) or where the post does not involve working with children, then they should be sought on the appointed candidate once they have verbally accepted the post and confirmed that their referees can be contacted.

The purpose of seeking references is to obtain objective and factual information to support recruitment decisions, and to verify information provided from the applicant on their application form. They should always be sought and obtained directly from the referee. Any offer of employment should be made subject to the receipt of satisfactory references.

Obtaining references is important as it allows the accuracy of statements made by the applicant, such as dates of employment, position held, salary, attendance, timekeeping, disciplinary record, and reason for leaving to be verified. The previous employer should also be asked to provide an opinion on the employee's suitability for the role in question, their reliability, honesty, potential and whether they would re-employ them.

When references are sought, a copy of the job description and person specification should be enclosed together with structured, relevant questions that will enable the school to gain accurate information about the candidate's abilities.

The school is committed to safeguarding and promoting the welfare of children and, as such, further questions will be asked about those applicants applying for posts to work with children. Referees for such applicants will be asked about their opinion on the applicant's suitability to work with children.

If the applicant is currently working with children, on either a paid or voluntary basis, his/her current employer with children should also be asked about disciplinary offences relating to children, including any which the penalty is "time expired" (that is where a warning could no longer be taken into account for any new disciplinary hearing for example) and where the applicant has been subject of any child protection concerns, and if so, the outcome of the enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that previous employer should be asked about those issues.

There are three template reference request forms; one for posts which involve working with children and where the reference is being sought prior to interview; one for posts which involve working with children and where the reference is being sought after appointment; and one where the post does not involve working with children. These are available in the HR Toolkit or from the Recruitment Team within the HR Shared Service.

### *7.3) Disclosure and Barring Service (DBS) Checks*

Individuals, including volunteers, who are engaged in;

- any work which is defined as 'regulated activity' relating to children within the meaning of Schedule 4 Part 1 of the Safeguarding Vulnerable Groups Act 2006, and from 10<sup>th</sup> September 2012 within the meaning of section 64 of the Protection of Freedoms Act 2012
- any position which otherwise involves regularly caring for, training, supervising or being solely in charge of children
- Any work in a further education institution or 16 to 19 Academy where the normal duties of that work involve regular contact with children

Checks should be obtained and approved before the individual starts work.

DBS regulations require the destruction of disclosures after 6 months. However, a central confidential record (single central record) should be kept of who obtained the Disclosure, the date it was obtained, the level of Disclosure and its unique number.

All employees/volunteers working with children must be made aware that they have a responsibility to declare any convictions, cautions, warnings, reprimands or bind-overs that they incur subsequent to obtaining their disclosure.

For those posts which involve working with children or young people, the employment history of the successful candidate must be checked to ensure that there are no discrepancies or gaps. If there are, the candidate should be asked to account for them before an offer of employment is made.

### *7.4) Eligibility to Work*

The Asylum and Immigration Act 1996 makes it a criminal offence for an employer to employ those who do not have permission to live or to work in the United Kingdom. This applies only in relation to employees who started work for the employer on or after 27 January 1997. This check will be undertaken by the HR Shared Service (for those schools that purchase the HR SLA).

### *7.5) Medical Clearance*

All new employees, and internal employees who are moving to positions that are not similar to their current post, are required to complete a health questionnaire to assess their fitness for the role. Medical questionnaires are confidential and individuals send them directly to the Occupational Health Unit. Employees will be contacted for a follow up appointment where necessary. Occupational Health will inform HR whether or not medical clearance has been granted and any associated advice.

Individuals should not commence work before medical clearance has been given.

Pre-employment medical assessments undertaken by the Occupational Health Department are a way of:

- Screening candidates in – not screening them out;
- Identifying any risks to prospective employees, colleagues or service users;
- Identifying any support needed by the prospective employee;
- Identifying any disability issues, such as potential reasonable adjustments; □ Identifying any potential attendance problems;



- Providing a baseline of health for future reference.

All medical information will be retained in accordance with the Data Protection Act 1998 and access to records is governed by The Access to Medical Records Act 1988.

### ***7.6) Proof of Qualifications***

If it is an 'Essential' criterion of the job to hold a qualification then originals must be submitted and copies taken for the personnel file. If the candidate is unable to produce original documentation then confirmation must be sought from the educational establishment at which they gained the qualification.

### ***7.7) Offer Letter / Contract of Employment***

Once the successful candidate is identified, and all necessary references and checks have been completed the candidate should be sent an offer of employment letter for them to check, sign and return if they are in agreement with the terms and conditions offered.

The successful candidate will also be sent a Statement of Particulars within 8 weeks of them starting work, but the terms and conditions exist even before the candidate has commenced employment.

### ***7.8) Probationary Period***

All new support staff appointments to a school are required to complete a six-month probationary period.

## **8) Feedback to Candidates**

The Chair of the Panel should inform all unsuccessful candidates of the outcome of the interview as soon after the interview as reasonably possible.

It is good practice to offer interviewed candidates feedback on either their application or interview performance. If unsuccessful candidates request feedback, objective, honest and thorough feedback about their application and/or interview should be provided as soon as possible. For teaching posts, feedback should be provided by a teaching professional.

Verbal feedback and discussion is the best way of giving feedback to candidates as the person providing the feedback can better explore issues and provide helpful guidance. Information given as feedback to unsuccessful applicants must be recorded.

## **9) I-Trent**

I Trent is the Council's HR/payroll computerised system. It holds employee records and details about the establishment and posts. It is vital that the information held on I Trent is kept up to date; therefore schools that purchase the payroll SLA should inform the HR Shared Service of any changes to staffing.

## **10) Induction**

The key to the success of induction is to enable the new employee to be confident in his/her working situation, treating him/her as an individual who has specific needs and who is an important resource within the school. Employees are most likely to leave the organisation in the early weeks of employment - a period often described as the "induction crisis". The cost of unproductive appointments is high; therefore the successful integration of the employee into the school/educational establishment is vital.

The process involves familiarising the new employee with school/ educational establishment organisation, welfare and safety matters, general conditions of employment and the work of the team in which he/she is employed.

## **11) Complaints**

### ***11.1) Dealing with Complaints from Applicants***

If at any time during the recruitment process, an applicant complains about the process, the matter should be investigated by an appropriate person within the school as quickly as possible and the outcome communicated to the complainant. If the complainant considers the outcome unsatisfactory they should be referred to the school complaints procedure.