



LAKESIDE PRIMARY SCHOOL

SAFER RECRUITMENT

AND

SELECTION POLICY

2016

This Policy reflects current “Statutory guidance for schools and colleges on safeguarding children and safer recruitment”. Keeping Children Safe in Education – updated September 2016.

Reviewed February 2018

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1.0 Introduction

Effective recruitment and selection is of paramount importance in order to recruit staff with the necessary skills and attributes to enable the school to fulfil its priorities. It is also the first step to safeguarding and promoting the welfare of our children and young people. Lakeside Primary School expects all staff, governors and volunteers to share this commitment.

1.1 At all times recruitment and selection must be fair, effective, robust and safe for the purposes of building and maintaining an effective workforce; ensuring that individuals with the right skills are in the right roles. It is imperative that the school fosters a culture of safe recruitment from the start of the process to the end, to ensure that it deters, rejects and identifies people who may pose a risk to our children.

1.2 The purpose of the Recruitment and Selection Policy is to:

- Ensure legislative and equality duties are met
- Ensure a transparent, fair and objective recruitment process
- Select appropriate and cost effective attraction methods
- Minimise time and cost to hire in support of effective delivery of services, especially front line
- Recruit staff with the appropriate skills, competencies and experience in order to meet the School's current and future needs.
- Ensure that staff appointed to posts are appropriately qualified to carry out the duties and responsibilities of the post
- Develop and enhance the public image and reputation of the school, both as an employer and as a provider of high quality education
- Promote and safeguard the welfare of our children

2.0 Who does the policy apply to?

2.1 The Recruitment and Selection Policy will apply to the appointment of all roles within the school including internal appointments, acting-up/interim arrangements across all areas of the school.

2.2 There are times when it is necessary for short term acting up or interim appointments to be put in place where it would be to the school's detriment or that of its pupils if such arrangements were not actioned immediately. This will only apply where a member of staff is absent from work on a short term basis lasting no more than 3 months. The appointed employee must be paid the relevant remuneration for that post. Any appointment which is expected to last more than three months must be advertised and appointed following the principles of this policy.

3.0 Key Principles

3.1 The school aims to select and appoint the best people for the job and develop them to perform to the highest professional standards. The following principles will be adhered to at all times:

- Where applicable (non-teaching posts) posts will be graded by job evaluation, unless otherwise approved by the Governing Body.

- The criteria for selection must be based on the relevant knowledge, skills and experience required in order to carry out the role as described in an up to date job description and person specification.
- All appointments must be made on the basis of merit and be consistent with school policy, current employment legislation and equality objectives.
- Recruitment decisions must not be taken by one individual. This must involve a panel of at least two.
- Anyone involved in the recruitment and selection process who has a relationship which may affect their ability to be impartial, this must be declared to the rest of the panel. A decision will be made and documented as to whether or not it is appropriate to continue participation in the recruitment and selection process.
- Training is provided for those involved in recruitment and selection decisions. Anyone responsible for acting as chair of a recruitment panel must undertake the Safer Recruitment in Education e-learning programme to ensure that should they need to recruit, they are able to do so. All others involved in recruiting are strongly advised to undertake the e-learning. Safer Recruitment training should be updated regularly and in line with updated advice from the Government.
- Candidates should be evaluated against their ability to perform the functions of the specific job, as set out in the job description and person specification.
- Interviews must be conducted in a fair and consistent manner and be structured and systematic to ensure that questions asked relate to the experience, skills and qualifications outlined in the person specification.
- Candidates' expenses for the selection process will be paid at the school's discretion where it is deemed a reasonable expense. This will be paid from the school's budget.
- All information on application forms must be treated as confidential, in accordance with the Data Protection Act 1998 and restricted to those involved directly in the recruitment process and its administration.
- Offers of appointment must be conditional and subject to the receipt of appropriate references, checks and clearances being obtained, they must not be confirmed to the individual until this has been completed to the satisfaction of the Recruitment panel
- The recruitment process and decisions arising from it must be documented. All recruiting managers and panel members must therefore ensure that they maintain adequate and appropriate records; either written or electronic. Once the process has been completed documentation will be held on the personal file of the successful candidate and within the school for a period of at least twelve months for all other applicants.

4.0 Safer Recruitment and Selection procedure

- 4.1 The procedure that enables this policy to be enacted is split into four stages – Analysis, Advertising, Assessment and Appointment.
- 4.2 Safer recruitment is one of the strands of safeguarding and promoting the welfare of children, the school is committed to a process that promotes the welfare of children.
- 4.3 Job descriptions will include a statement to promote the safety and wellbeing of the children and young people in the school
- 4.4 Person specifications will state that evidence of working within a child protection culture and promotion of child welfare and safety are essential.
- 4.5 Advertisements for positions will include a clear statement regarding the School's commitment to safeguarding and the need for an enhanced DBS check, such as:

“The Governors of Lakeside Primary School are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.”

5.0 Analysis of vacancies

- 5.1 When an employee leaves there is often pressure to fill the vacancy without delay. However, it presents an ideal opportunity to review existing staffing arrangements and take stock of present or future demands on the service. Therefore, before the recruitment process begins, the following points should be considered by the manager:-
 - Is it necessary to fill the vacancy?
 - Does the job role require any changes in duties or responsibilities?
 - Are there other ways that the role can be delivered?
 - Is there adequate budget available to fund the post?
 - What is the potential impact of not filling the post?
- 5.2 If after analysing the role the recruiting panel feel there is sufficient justification to fill the post then the recruitment process can commence.
- 5.3 The job description and person specification must be reviewed and revised accordingly.
- 5.4 The job description will set out the key duties and responsibilities of the post. The person specification will reflect a profile of the ideal candidate in terms of their education, knowledge, experience, skills and other attributes needed to do the job. The Head teacher/manager of the job is responsible for ensuring that the job description and person specification is up to date and relevant for the post.
- 5.5 If a new support staff post is being established or the duties and responsibilities have changed since the post was last filled, Community Schools must submit the job description and person specification the Local Authority to enable the LA to provide a recommendation on grade of the job. The Governing Body should have regard to the

responsibilities of the post and to the pay scales, terms and grading applicable for similar roles or work throughout the Local Authority area.

6.0 Advertising

- 6.1 Vacancies should not be advertised by 'word of mouth' alone since people/groups that may be under represented in the area are unlikely to hear about them and it may lead to claims of discrimination
- 6.2 The school places a great deal of emphasis on continuous professional development and in doing so actively seeks to promote succession planning and career guidance for its employees. When a vacancy arises consideration will always be given to internal recruitment exercises to allow for career progression and succession planning. Internal recruitment will be carried out as a fair and equitable process across the school.
- 6.3 The head teacher/governors will assess whether there is a clear skills gap in the school and consider with each role whether advertisement outside of the school is necessary.
- 6.4 The school will refer to point 4.5 of the policy and ensure that the school's safeguarding statement is in every advertisement.
- 6.5 Prospective applicants are supplied with the following:
 - Application Form
 - DBS enhanced disclosure requirement
 - School Information
 - Recruitment timeline
 - Job Description
 - Safer Recruitment Policy
 - Safeguarding Children Policy which clearly states who is the DSL

7.0 Assessing Candidates

- 7.1 In order to avoid any accusation of bias employees of the school should not be involved in any appointment where they are either related to the applicant or have a close personal relationship outside of work.
- 7.2 All application details must be treated with the utmost confidentiality. Information obtained in the course of the recruitment and selection process which may include information of a sensitive or personal nature must be kept secure and retention periods should be adhered to. All candidates must complete the application form in full.
- 7.3 Shortlisting should be carried out by at least two people and selection must be based only on the criteria identified in the person specification. Shortlisting should not take account of the protected characteristics of a candidate i.e. age, disability, gender reassignment, marital or civil partnership status, maternity or pregnancy, race, religion or belief or sexual orientation except where there is a Genuine Occupational Requirement which can be lawfully justified (for example, Voluntary Aided/Faith schools' ability to appoint according to the religious beliefs of the school). These circumstances are limited and usually apply where it can be justified that to fill a role the candidate must have one of these characteristics. The recruiting panel must seek advice from their HR Provider in

order to determine if there is a Genuine Occupational Requirement and must not make the decision in isolation

- 7.4 If the school participates in the “Positive about Disabled People” Scheme, commonly known as the “Two Ticks” Scheme. It is essential therefore that recruiting managers and panel members check when shortlisting to see if anyone has applied under the scheme and if so, whether their application indicates that they meet the essential criteria for the post. If so, the applicant should be invited for interview if they meet the essential criteria.
- 7.5 References should be sought on all short-listed candidates, including internal ones, 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. To comply with safeguarding duties, prior to confirming the appointment of the successful candidate, the school should continue seeking a reference if it does not receive a response from a new member of staff's previous employer prior to the interview.
- 7.6 Interviews must be conducted by a panel of at least two interviewers, one of which must have undertaken appropriate Safer Recruitment training. (see section 3.1). Wherever possible the interview panel should comprise both male and female members. Interviews being held must be conducted by the same panel to ensure consistency of approach and provide a fair process.
- 7.7 In advance of the interview the panel should draw up a series of questions based on the skills, competencies and experience required for the role and these questions should be put to all candidates, responses should be recorded on a scoring grid used by all of the panel. This allows the panel to consider applicants on the same basis and avoids any irrelevant or potentially discriminatory questions being asked. All candidates for all roles in school should be asked a robust question relating to safeguarding, the protection of children in the school must be paramount throughout the recruitment process.
- 7.8 Candidates must not be asked questions related to their protected characteristics (see section 7.3) or trade union activities, as they have no bearing on a person's suitability for the job and could be unfairly discriminatory.
- 7.9 Once the formal assessment process is completed all members of the recruiting panel will need to reconvene to reach a final decision. The panel must ensure that they have all the information required for each candidate to enable them to reach a decision. The selection should be made on the basis of which individual best fits the criteria set at the start of the recruitment process, utilising the scores and results of any assessments. Using a robust and consistent scoring procedure will ensure that this is carried out.
- 7.10 It is essential that only objective information is used in the decision making process and those decisions are justified, fair and evidence based. The panel should be able to demonstrate that they have acted proportionately. It is the responsibility of the interview panel to demonstrate that discrimination has not occurred and not for the applicant to prove that it has should there be any challenges.
- 7.11 It may be helpful to use scoring documentation based on the personal specification of the post to separate the candidates. (Please see Appendix 6). Documentation used to determine the successful candidate must be retained in the school. The documentation relating to the successful candidate must be filed in their personnel file.

- 7.12 It is entirely acceptable to shortlist only one candidate or not to appoint at all. Selecting the best candidate for the role is essential and managers should not feel compelled to appoint a less than satisfactory candidate regardless of the demands of the service. Appointing the wrong candidate can be extremely costly and can have an adverse effect on performance and delivery.
- 7.13 Applications and references must be scrutinised to identify any gaps in the application or inconsistencies that may need to be explored further with the candidate, before any appointment is confirmed. Notes of explanations from candidates must be recorded & retained in the school. If those explanations are satisfactory and ultimately the candidate is successful, those notes must be placed in the personnel file of the successful candidate. No appointment must be confirmed without satisfactory explanations for gaps having been given and recorded. If a candidate does not provide satisfactory explanations and this results in their application being unsuccessful these notes should be retained in a recruitment file.
- 7.14 Documentation relating to recruitment for all candidates (other than the successful candidate which should be retained indefinitely on their personal file) should be retained in the school for a period of 12 months, this should include;
- Applications
 - Shortlisting scoring sheets
 - Interview questions and scores
 - Results of any assessment tests undertaken
 - Declaration forms.

8.0 Appointing candidates

- 8.1 The choice of candidate will be determined by the interview panel on reaching a consensus about each candidate. All appointments should be based on merit. It is unlawful for any employee to make an appointment based on anything other than the ability of the candidate to undertake the duties of the post. An assessment of each candidate should be made whether written or in electronic format. In reaching a decision the panel should take into account information from all elements of the process, including:-
- Application form
 - Interview
 - Occupational tests/presentations
 - References
 - DBS
 - Declaration forms
- 8.2 Two written references are required, from the candidate's present or most recent employer (paid work), these should be sought once a candidate is shortlisted.
- 8.3 All successful candidates will be required to have an enhanced disclosure and barring (DBS) check to ensure that they are not barred. It is illegal to employ someone in a role where they are barred by law from working with children. Candidates who are to work with early years or breakfast and after school clubs and are covered by the Childcare (Disqualification) Regulations 2009 will be asked to complete a disclosure document.

- 8.4 In the circumstance where a DBS check contains any disclosures (convictions, cautions, reprimands and warnings) and the panel decide to appoint the candidate, the recruitment panel must record the reasons for not treating the conviction information as a reason not to appoint and retain a note of the reasons, including details of any advice sought and obtained, on the successful candidate's personnel file. It is recommended that advice be sought from HR regarding information contained on DBS certificates. See appendix 4 for guidance.
- 8.5 The Equality Act 2010 limits the circumstances in which the recruiting panel can ask applicants health related questions before offering them a post. The panel can only ask such questions where the ability to carry out specific functions is essential and intrinsic to the job, or to determine the need for making reasonable adjustments in the selection process, for example, to mitigate the impact of any disability the candidate has.
- 8.6 All shortlisted candidates should be informed of the outcome of their application and offered the opportunity for feedback.
- 8.7 All offers of employment must be made by the chair of the recruiting panel. Remember, a verbal offer is legally binding so offers of appointment must be made conditional depending on what types of checks are required.
- 8.8 When appointing staff Maintained Schools need to be mindful of the delegation of authority by the governing body in line with the *School Staffing (England) Regulations 2009* ("the 2009 Regulations").
- 8.9 Head teachers recruitment is undertaken by a panel, who then make a recommendation to the full Governing body. The Governing body appoint a selection panel consisting of at least 3 of its members. The role of the panel is to:
- Select applicants for interview
 - (If Applicable) Notify the LA of the names of applicants selected for interview
 - Interview the applicants
 - Where appropriate, recommend one of the interviewed applicants to the governing body for approval

9.0 Legislative checks

- 9.1 These are checks which are required by law before employment commences;
- Identity checks; ID must be brought to the interview and checked this must include photographic proof of identity
 - Eligibility to live and work in the UK (needed in all appointments)
 - Checks against the relevant barred list – (Previously List 99) check is carried out as part of the Enhanced Disclosure process, however, obtaining a barred List check separately may enable an applicant to start work before the Enhanced Disclosure is completed.
 - Medical clearance (if applicable to job)
 - Qualifications check, certificates must be brought to the interview (GCSE, A' Levels, Degree, etc)
 - Confirmation of any status, QTS or HLTA etc

- Enhanced DBS check and barred list check - checks whether someone is included on the national DBS 'barred lists' of individuals unsuitable for working with children or adults
- Teachers' status check - To check that they are not subject to a prohibition order issued by the secretary of state. The prohibition from teaching check must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not. It is accessed through the Department for Education's **Secure access portal**.
- A Section 128 check - for management positions in independent schools, free schools and academies. It is accessed through the Department for Education's **Secure access portal**.

9.2 All documents must be original and not photocopies. Until all these checks have been carried out ONLY a conditional offer of employment can be made. This must be stipulated in the correspondence. All original documentation must be photocopied and placed in files for consideration as part of the recruitment process.

10.0 Safeguarding checks

10.1 For ALL posts which involve working in regulated activity, it is appropriate for the school to check that the person appointed doesn't pose a risk to the school (or other employees). Further checks will consist of:

- Employee completes a Disclosure of convictions form
- Employee completes a Disqualification by Association form (if applicable)

11.0 References

11.1 Employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. References should be sought on all short-listed candidates, including internal ones, 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.

11.2 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They should always be requested directly from the referee and employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials. If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving;

- References should not be sought from private email addresses they should always be directed to a work/organisation email address to ensure the validity of the organisation.
- References must be obtained from the employer i.e. managers and not co-workers.
- Any reference received from private email addresses should be followed up with the organisation to ratify that the individual is indeed employed by them.

- References must confirm dates of employment and must be checked against application forms.
 - The referees put forward must contain a job title to satisfy that the referee is in fact the employer/manager.
 - References should confirm whether any previous action has been taken against an employee i.e. disciplinary and whether any safeguarding concerns have been raised.
- 11.3 On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. References must be scrutinised prior to confirmation of any offer of employment, this includes taking all necessary steps to validate the source of the reference and, where the reference is provided on behalf of an employer, to verify that the individual providing the reference has the authority to represent the views of that employer.
- 11.4 The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate. No appointment must be confirmed without satisfactory explanations for discrepancies between references and other information. The interview panel must record their observations and retain any additional information used to validate information. This must be retained on the successful candidates personnel file.
- 11.5 It is recommended that no appointment should be confirmed or taken up until all necessary clearances are obtained. Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post. Schools are advised to seek guidance from HR if any concerns are raised. For existing employees with missing references on file attention should be drawn to Appendix 2.
- 11.6 **Agency Staff** – it is now a requirement that schools check that the person presenting at the school, is the same person that the agency has provided the vetting checks for. Therefore two forms of identification are required by agency staff, this should be passport/driving licence.
- 11.7 **Single Central Record** - All the checking details need to be included on the Single Central Record. The information should be requested at the appropriate times and logged/checked. The SCR should be checked on the first day of arrival of the new staff member and a member of SMT will sign off the SCR before the new member of staff is allowed into the school. See guidance at Appendix 3.
- 11.8 **Staff Files** – A check list for staff files is attached at appendix 4.
In summary all checks will be:
- Documented and retained on the personnel file.
 - Recorded on the school's Single Central Record.
 - Followed up if they are unsatisfactory or if there are any discrepancies in the information received
 - An employee's file should be a mirror of what is contained on the SCR.

12.0 Finalising the appointment

- 12.1 It is at the discretion of the school to decide on the grade to appoint teachers. This is done in accordance with the School Pay Policy for Teachers. For support staff it is usual for newly appointed employees to be placed on the minimum point of advantage on the salary scale or the nearest point within the grade that reflects their current salary. Exceptions are permitted where this can be justified.
- 12.2 There are times when candidates complain about the decision that has been made or some part of the recruitment and selection process. Where that complainant is an employee, they should contact the chair of the panel in the first instance to resolve the matter informally. If this doesn't resolve matters, the employee should raise any complaint under the school's Grievance Policy and Procedure. Candidates who are not school employees should raise any complaint under the school's Complaints Procedure.
- 12.3 The majority of candidates will have to give notice to their existing employer and, depending on the role, there will be some delay between the candidate being appointed and starting in post. It is important to maintain regular contact with your new appointee, providing them with any information that they need about the school and about their new role. The new employees career with the school starts now, so any development areas identified during the selection process should be used to inform their probationary and induction period.
- 12.4 If you are employing a person who has multiple contracts, you need to be aware of the implications of the Working Time Directive. You should also advise any other responsible manager of the new contract and ensure that the employee does not work more than the lawful limits allowable. If you are unclear about this, you should contact your HR provider.
- 12.5 Successful candidates must be sent a conditional offer letter that stipulates that the offer is conditional subject to the satisfactory checks. A contract of employment must be sent to the candidate within 3 months of their start date.

APPENDIX 1

(For Local Authority Schools) Protocol for Recruitment Media Advertising

The purpose of this protocol is to set out when it is appropriate to use external media in recruitment advertising and to clarify accountabilities for reducing advertising costs whilst optimising recruitment opportunities.

The protocol for the involvement of media in external recruitment advertising is dependent on agreement by the Leadership Team regarding:

- A pre-defined list of posts, based on the level and type of post (i.e. senior grade or professional etc.) where media can be employed to support recruitment, for example:
 - Teachers
 - Head teachers
- A prescribed list of media (including on-line and print options);
 - TES - Times Educational Supplement
 - LinkedIn
 - The Guardian
- All advertising being placed with the agreed advertising partner (currently TMP) and notified to them via the Doncaster Resourcing Team. TMP will then work directly with the recruiting manager and ensure adherence to the protocols on media advertising.
- The perceived need, based on current recruitment situation (i.e. if post has required re-advertising etc.) in order to determine where one-off exceptions apply.
- School's wishing to place media advertising that falls outside of these parameters must present a business case to Leadership Team, to seek an exemption to the protocol.

General Information

- Additional web-based media (e.g. Eteach for schools) to be agreed annually
- Minimum quarterly reviews of management information from the advertising partner presented to Leadership Team (including costs and effectiveness) to inform changes to lists/limits set within the protocol
- Annual review of all elements of the protocol and dependent policies

APPENDIX 2

Assessing risks for existing staff with missing references

The purpose of references is to check someone's professionalism and competence, and that there is nothing that would make them unsuitable to work with children

There is no requirement for schools to seek historic references for staff employed before the current safeguarding guidance came into force, however, if the school has any concerns about an existing employee's suitability to work with children, it should carry out all the relevant checks that would be carried out on a new member of staff.

Points to check for staff without references on file

Schools could check that:

- A DBS check was done when the employee was hired
- The employee's qualifications were checked
- Performance has been effective
- Attendance has been satisfactory
- There have been no concerns about a member of staff's suitability to work with children

Make a note that they have checked these points on the employee's file.

APPENDIX 3

Single Central Record

Schools must keep a single central record, as referred to in the Keeping Children Safe in Education (statutory guidance document). The single central record must cover the following people:

- All staff who are employed directly by your school
- All supply/agency staff who are employed for a reasonable period of time, whether employed directly by the school or through an Agency.
- The very short term cover staff totalling a few days or a couple of weeks would not normally be put on the SCR but you still need to ensure the Agency has carried out all the checks and hold the evidence on file.
- Any volunteer who works regularly with children and always include those who are engaged in “Regulated Activity”.
- Governors
- People brought into the school to provide regular additional teaching or instruction but who are not staff members, such as Sports Coaches, Peripatetic Music Teachers, Artists etc.
- Regular contract staff such as contract cleaners or caterers

The prohibition from teaching check must be completed for everyone engaged in ‘teaching work’, whether a qualified teacher or not; and recorded on the single central record.

All governors must have an advanced DBS check.

The information that must be recorded is whether checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained. Personal files must correlate with the Single Central Record and contain documentary evidence which has been gathered from recruitment process in order to satisfy the requirements for a safe appointment.

This can be verified on the appointment checklist at **appendix 4**.

APPENDIX 4 - APPOINTMENT CHECKLIST - An at-a-glance checklist to insert at front of employee personal file

1. DOCUMENTS:

<p>Original Application Form attached</p> <p>please tick <input type="checkbox"/></p>	<p>Medical Form</p> <p>Clearance no:</p> <p>Date advised by OHU:</p> <p>Or Date sent to OHU in a sealed envelope</p> <p>Any other information from OHU</p>	<p>Completed Enhanced DBS Form Issue date:</p> <p>Disclosure no:</p> <p>Overseas Police Check attached if applicable (EEA check done) Date of check:</p> <p>Section 128 check (for management positions in independent schools/academies).</p> <p>Date of check:</p> <p>Teacher Status Check: (for everyone engaged in 'teaching work', whether a qualified teacher or not)</p> <p>Yes/No Date of check:</p> <p>Barred list check (previously list 99 Yes/No Date of check:</p> <p>N.B. If the employee does not hold a valid DBS clearance a barred check must be undertaken <u>before</u> the start date.</p>
<p>Bank details attached please tick <input type="checkbox"/></p>		
<p>Reference 1 attached <input type="checkbox"/></p> <p>Reference 2 attached <input type="checkbox"/></p>	<p>Copy of QTS Certificate attached if applicable/available <input type="checkbox"/></p>	<p>Evidence of eligibility to work in the UK and proof of NI Number (please attach)</p> <p>ID - Passport (front cover, personal details page and visa (if applicable)</p> <p>Or other eligible document attached Yes/No</p> <p>Proof of NI document attached i.e. P60, P45, payslip Yes/No</p>
<p>Childcare Disqualification Declaration (CDD)</p> <p>Is a CDD applicable Yes/No</p> <p>If yes has a CDD been completed Yes/No</p> <p>If yes date completed:</p> <p>If yes has any information been declared Yes/No</p> <p>Is CDD attached Yes/No</p>	<p>Copy of academic qualifications attached if applicable <input type="checkbox"/></p> <p>Date post advertised:</p> <p>Date post appointed:</p> <p>Interview notes and assessments enclosed <input type="checkbox"/></p>	

2. CONTRACT DETAILS:

<p>Employee Name:</p>			
<p>Employee Address:</p>			
<p>Position (Post)Title</p>		<p>Job Code (if applicable):</p>	
<p>Start Date (in this position):</p>	<p>Local Government/Continuous Service Start Date (if earlier):</p>	<p>End Date (if applicable)</p>	

3. SALARY DETAILS:

(Main) Pay Scale	Upper Pay Scale	Leading Practitioner Scale	Unqualified Teacher Scale
TLR Level, amount and responsibility	SEN level and amount	Other Allowances (please state)	

4. TYPE OF CONTRACT:

Permanent Y/N	Working hours: Term Time Only: Y/N If No how many working weeks?	Initial Working Pattern (if applicable) i.e. hours worked each day Monday Tuesday Wednesday Thursday Friday
Fixed Term Contract Y/N	Reason for Fixed Term Contract:	
Event Linked Y/N	Event linked: Name of substantive post holder on maternity leave/long term sickness or pending permanent recruitment. Please state	

5. ISSUES RAISED FROM COMPARING APPLICATION FORM, REFERENCES & CHECKS

* If detailed use a separate sheet

ISSUE	DETAIL	ACTION/INVESTIGATIONS UNDERTAKEN & ADVICE SOUGHT	OUTCOME/JUSTIFICATION TO APPOINT & PERSON AUTHORISING APPOINTMENT
There are gaps in the employment dates and chronology			
There are gaps in education dates			
The reference is ambiguous and not instantly recognisable as being from an employer			
Reference not available from previous employment			
Concerns/discrepancies highlighted on			

reference (s)			
DBS contains disclosures			
The health questionnaire has been returned with actions required			

Input on to Single Central Record by (name):

Signed:

Dated:

APPENDIX 5

Short-Listing Candidates

Short-listing - when?

At the beginning of the recruitment process you should plan the recruitment timescales and you should ensure that you adhere to these to avoid having to reschedule interviews causing inconvenience to candidates, interview panel members and additional administration. If unforeseen circumstances arise and the interview dates have to be changed you should notify the candidates as soon as you are aware of the change.

Short-listing the candidates for interview should be undertaken by the same panel of people who will be involved in the interviews for consistency throughout the process. The panel should always contain at least one member who has undertaken the Council's recruitment and selection training and a member who has operational knowledge of the vacant post. The panel should be made up of at least two people, ideally three people.

Short-listing – the process

To complete the short-listing process you will need:

- all the applications
- the job description
- person specification for the post
- the short-listing form (Appendix 6)

The purpose of the process is to identify which of the applicants will be invited to interview for the post. It is important to give full consideration to each application and consider them with a consistent approach.

It is essential that the short-listing is carried out based on the criteria laid down within the documents listed above regardless of age, disability, gender, pregnancy or maternity, race, religion, belief or sexual orientation.

The person specification should be used to identify which attributes are to be measured from the application and these should be written onto the short-listing form. For example – if you have identified in the person specification that there is a requirement for relevant experience in the supervision of staff and that this will be identified from the application. This should be listed on the short-listing template under “relevant experience”.

If you have received a large volume of applications and consider that you may have difficulty in establishing a manageable size short-list of those who meet the *essential* criteria, the panel may want to add further weighting to those also meeting some or all of the *desirable* criteria. If you wish to use this further weighting, the recruitment panel should agree to this at the beginning of the process, *not during the short listing* whilst looking at and scoring the applications.

Completing the short-listing form

The names of the applicants should be written onto the form and then a comparison of the information provided on the application form should be made against the person specification. If you have a high volume of applications, you may find it helpful, firstly to exclude any who have not met the essential criteria for the post.

For each of the criteria, an assessment is made of the evidence provided and a score given as follows:

- Score 5 - Clearly meets essential and some or all desirable criteria
- Score 3 – Clearly meets essential criteria
- Score 1 - Unclear/potential evidence that candidate meets essential criteria
- Score 0 - No evidence that candidate meets essential criteria

Candidates who have indicated that they are seeking an interview under the disability 'two ticks' symbol scheme and meet the essential criteria should always be short-listed for interview.

When scoring candidates, it is useful to consider the skills required for the key roles of the job and how easily and quickly those skills can be gained. If, for example, a skill is required that is critical to the role and could take some months to gain, then this may be considered more highly than a skill that is used less frequently or can be learned in a short period of time. If you choose to use any further differentiation or weighting during the short-listing process, you should detail how this was done in the candidate notes included in the shortlist form.

You should record the reason for your scores on the short-listing form so there is clear information about why you have scored as you did. This can also be helpful when providing feedback to candidates.

Those scoring the highest are the candidates that you should short-list.

In addition, if this situation arises you could consider drawing up a long-list and inviting these candidates for a first interview or test, to then identify your short-list.

What is evidence?

The candidate should provide evidence of their skills, qualifications, knowledge and experience on their application.

Some consideration can be given to the presentation of the application, only if this is relevant to the post. For example if written communication is one of the criteria for the post, and the language and presentation of the application is poor, that can be considered as evidence when scoring the application. It is important to consider that some candidates may have difficulties with literacy due to disability or because English is not their first language, however, this does not mean that they are not capable of doing the job.

If key information is missing from the application, then it is reasonable and appropriate to determine that the candidate does not have any evidence to provide of the skills, knowledge, experience or qualifications in question.

Interview Preparation

If you have noted during the short-listing process any additional information or clarification you require from any of the candidates, this should be recorded to enable it to be asked as a supplementary interview question.

Short-listed candidates - Inviting to Interview. You will then create and send the invite to interview correspondence to invite your short-listed candidates to interview, giving the candidates at least a week's notice to attend the interview.

At this stage apply for references for all short-listed candidates.

This should be incorporated into your timescales.

APPENDIX 6 – SHORT LISTING FORM

SCORING AGAINST PERSON SPECIFICATION

SCORING

COMMENTS

<p>Name of candidate _____</p> <p>Essential Score _____ out of 140</p> <p>Desirable score _____ out of 35</p>	<p>ESSENTIAL</p>	<p>DESIRABLE</p>	<p>HOW IDENTIFIED</p>	<p>Clear evidence 5 Some evidence 3 Little or no evidence 0/1</p>	
<p>Qualifications and Training</p>				<p>Maximum score 25 Highest score essential 15 Highest score desirable 10</p>	
<p>•</p>	<p>X</p>		<p>AF/CQ</p>	<p>5 3 1 0</p>	
<p>•</p>	<p>X</p>		<p>AF/CQ</p>	<p>5 3 1 0</p>	
<p>•</p>	<p>X</p>		<p>AF</p>	<p>5 3 1 0</p>	
<p>•</p>		<p>X</p>	<p>AF/CQ</p>	<p>5 3 1 0</p>	
<p>•</p>		<p>X</p>	<p>AF/CQ</p>	<p>5 3 1 0</p>	
<p>Relevant Experience</p>				<p>Maximum score 35 Highest score essential 25 Highest score desirable 10</p>	

•	X		AF//R	5	3	1	0	
•		X	AF//R	5	3	1	0	
•	X		AF//R	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF//R	5	3	1	0	
•		X	AF//R	5	3	1	0	
Knowledge and Skills				Maximum score 90 Highest score essential 75 Highest score desirable 15				
•	X		AF//R	5	3	1	0	
•	X		AF//R	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF//OT	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF//R/O T	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF/I	5	3	1	0	

•	X		AF/I	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF/I	5	3	1	0	
•	X		AF/I/R	5	3	1	0	
•	X		AF/I/R/O T	5	3	1	0	
•	X		OT	5	3	1	0	
•		X	AF/I	5	3	1	0	
•		X	AF/I	5	3	1	0	
•		X	AF/OT	5	3	1	0	
Other/Personal				Maximum score 25 Highest score essential 25				
•	X		AF/R	5	3	1	0	
•	X		AF/I/OT	5	3	1	0	
•	X		AF/I/OT	5	3	1	0	
•	X		AF/I/R	5	3	1	0	

Has the candidate been short listed? Yes/No

If yes apply for references at this stage

APPENDIX 7**DBS Risk Assessment Checklist****Starting work prior to DBS Certificate being sent**

This risk assessment should be completed when considering whether to allow a new member of staff to start work before the DBS certificate has been seen by the school.

Name of Person	
Role	
Interview Date	
Proposed Start Date	
DBS Check Application Date*	

*The person must not start without the application being made

Is the person in 'Regulated Activity'?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reason for starting without seeing new DBS check		
<input type="checkbox"/> Continuity of the school's provision to pupils		
<input type="checkbox"/> Other (please state)		
Known Information		
Have <u>all</u> the following checks been satisfactorily completed?		
<input type="checkbox"/> Identity check (photographic) [Essential]		
<input type="checkbox"/> Verification of current address [Essential]		
<input type="checkbox"/> Barred list check (if legally appropriate) [Essential]		
<input type="checkbox"/> Prohibition Check (for teachers) [Essential]		
<input type="checkbox"/> Overseas Checks (Where relevant)		
<input type="checkbox"/> Right to work in the UK [Essential]		
<input type="checkbox"/> Confirmation of qualifications [Essential]		
<input type="checkbox"/> Two references [Essential]		
Any other information (please state)		

Previous DBS Certificate

If the person has a previous DBS, on what date was it issued?

When was the persons last day at work in their previous school or college?

If the persons start date and their last day at their previous school or college are less than 3 months apart, then a new Enhanced DBS check is not required in law, although most schools will instigate a new one. Therefore, given that there is sufficient other information, the person could be assessed as low risk.

Decision

<input type="checkbox"/>	High Risk – Person should not be allowed to start with a new Enhanced DBS, as there has a break in service of more than 3 months (or they do not have an enhanced DBS certificate) and/or there is insufficient information about the person in the ‘Known Information’ list above.
<input type="checkbox"/>	Medium Risk – Person may start work and although there is sufficient other information listed above, because there is a gap in service of 3 months or more (or they do not have an Enhanced DBS certificate) the person must be supervised* at all times and should not undertake 1:1 work, personal care activities or residential visits. (*The unchecked person must always be ‘within sight or hearing’ of a person with an Enhanced DBS check).
<input type="checkbox"/>	Low Risk – Person may start work, without additional supervision, as they already hold an Enhanced DBS check <u>and</u> there is no break in service of 3 months <u>and</u> all other checks have been satisfactorily completed.

Authorisation

Head Teacher (Print name) _____

Head Teacher (Signature) _____

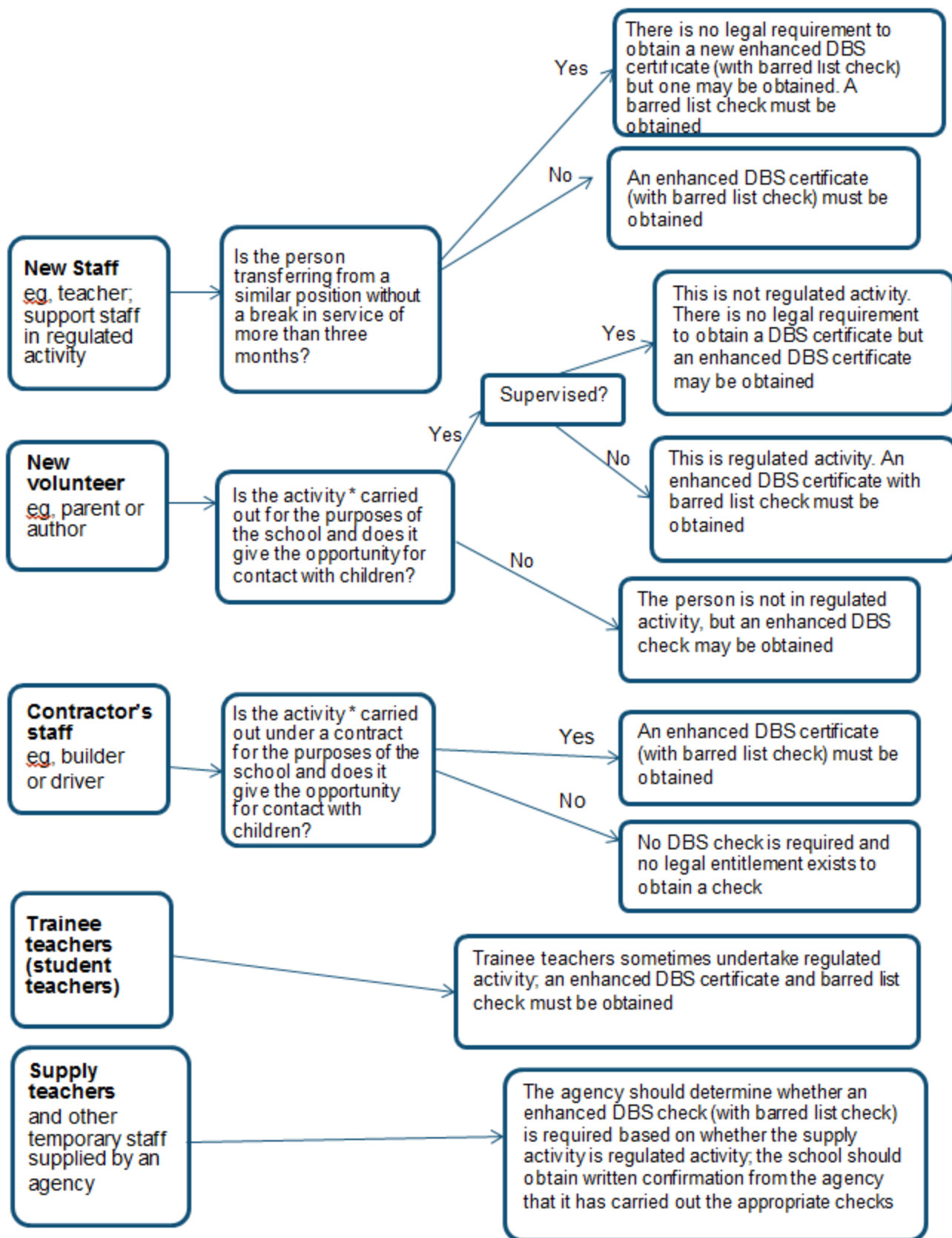
Date _____

Chair of Governors (Print Name) _____

Chair of Governors (Signature) _____

Date _____

APPENDIX 8 - Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX 9

What is regulated activity?

Regulated activity is work that someone should not do who is barred from working with children.

It comprises, in summary:

- Certain unsupervised activities performed on a regular basis, including teaching, training, instructing, caring for or supervising children
- Work carried out on a regular basis in certain establishments, including schools, that provides the opportunity for contact with children
- Relevant personal care given to a child, such as washing, dressing, feeding and toileting, or healthcare provided by or supervised by a healthcare professional, even if given on a one-off basis
- Registered childminding and foster caring

Activity taking place in a school is regulated activity if:

- It is carried out frequently (once a week or more often), or on four or more days in a 30-day period;
- It is carried out by the same person;
- The person is engaged in work for the school or in connection with the school; and
- It gives the person the opportunity to have contact with children

This includes activity in:

- All schools providing full-time (or mainly full-time) education for children
- Pupil referral units
- Nursery schools
- Childcare premises (including nurseries)

Similarly, someone is in regulated activity if he/she is providing day-to-day management of a volunteer who is engaging in activity that would be regulated if unsupervised.

A full detailed description of the above scope can be found on the government website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf