



Recruitment Policy

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1 **Recruitment and Selection Policy Statement**

101 The Governing Body of Marden Bridge Middle 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.

102 The Governing Body are committed to attracting, recruiting and retaining staff and volunteers who will make a positive contribution to the School. The Governing Body recognise that a workforce with appropriate knowledge, skills, experience and ability to do the job is vital to a successful school and fundamental to the delivery of a high quality education service.

103 The Governing Body will keep this policy under review as part of a regular cycle, of monitoring.

2 **Purpose**

201 To ensure the recruitment of both permanent and fixed-term staff (including volunteers) is conducted in a fair, effective and efficient manner with consistent and transparent approach.

202 To achieve this purpose, those staff responsible for recruitment will demonstrate a professional approach by dealing honestly, fairly and efficiently with all applicants internal and external to the school. observing discretion and confidentiality in all matters.

3 **Scope**

301 All School employees and governors responsible for and involved in recruitment and selection of staff and volunteers will refer to this policy.

302 Where a Headteacher or Deputy Headteacher is being appointed the Governing Body will liaise with the school HR Advisor about its recruitment process.

303 The ultimate responsibility for recruitment and selection lies with the Governing Body. In most cases a decision to recruit will be made via the staffing committee who having revisited the school's staffing structure will reach a decision on whether direct recruitment is the best solution or whether a change or new post is required in the circumstances.

304 A decision will be taken on how the recruitment will take place. The potential reach the best possible candidates available in the current market place will be considered along with costs and timescales. In some situations it may be decided to conduct the recruitment via internal methods. Where internal recruitment is used the procedure followed will be clear, open, consistent and fair.

305 The Governing Body will delegate the responsibility to the Headteacher for

appointing staff and volunteers other than appointments to the leadership group. The Governing Body would support the Headteacher in the practical element of the recruitment process.

- 306 Only in exceptional circumstances, where external permanent recruitment is not the best course of action e.g. short-term cover, will the School make use of agency workers / contractors. In doing so the School will be mindful of its responsibilities to these groups of workers.

4 **Aims and Objectives**

- 401 To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process
- 402 To ensure a consistent and equitable approach to the appointment of all school Staff and volunteers.
- 403 To ensure all relevant equal opportunities legislation is adhered to and that candidates are not discriminated against due to their gender or gender identity, marital status, requirement for full/part time/fixed term employment, sexual orientation, race, language, ethnic or national origins, faith/religion/belief, disability, age, Trade Union/Professional Association membership or activity, together with any political view or affiliation.
- 404 To ensure the first experience an individual has of the school is positive and that all those responsible for recruiting leave a positive impression with applicants.
- 405 To provide candidates with a clear understanding of the post and what is expected of them in the appointed role.
- 406 To eliminate bad selection decisions that can be expensive and cause issues in the future or may not meet the school's commitment to safeguard children and young people.
- 407 To ensure the most efficient use is made of resources and budget in any recruitment process.

5 **Principles**

- 501
- Upon a vacancy occurring a decision will be taken around the need to replace/review the post and the method of recruitment to be used for example whether an internal or external process is required
 - All applicants will receive fair treatment and a high quality service
 - The job description and person specification are essential tools and will be used throughout the process to provide an open, fair and objective assessment
 - The appropriate rate will be paid for the job taking account of the School Pay Policy, JE scheme and any relevant market

supplements/allowances

- Employees will be recruited on the knowledge, experience and skills required for the post
- Selection will be carried out by a panel with at least two members but preferably three. At least one panel member will have received appropriate training on the safer recruitment and selection process as recommended by the DFE.
- Selection will be based on a minimum of completed application form, shortlisting, interview and satisfactory employment checks
- The Equality Act makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability.

6 **Equal Opportunities**

601 The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair.

602 Through its Single Equality Scheme the School will ensure that equality and diversity are part of the core business; both as a school and as an employer.

7 **Safer Recruitment – Recruitment and Selection Training**

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

8 **Advertisement methods**

8.1 Consideration will be given to the method of advertisement considering internal and external methods, the costs and the likely success in reaching the target audience. For example the use of

- printed publications
- school website
- recruitment websites
- jobs bulletin

9 **Application Form**

901 A standard application form will be used to obtain a common set of core data from all applicants. Other methods of applications eg in the form of CV will not be accepted

10 **Job Description and Person Specification**

1001 An accurate job description is required for all posts. A person specification, which is a profile of the necessary requirements for the post, is also

required for all posts.

11 **References**

- 1101 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee.
- 1102 References will be sought on all short listed candidates, including internal ones, and 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.
- 1103 The School will issue a standard reference proforma to referees for completion, example at Appendix 2.

12 **Selection process**

- 1201 The selection process will assess the merits of each candidate against the Job requirements, and explore their suitability to work with children and young people.
- 1202 The process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.
- 1203 In addition to assessing and evaluating the applicant's suitability for the particular post, the purpose of the process is to explore:
- the candidate's attitude toward children and young people;
 - his/her ability to support the 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,
 - ask the candidate if they wish to declare anything in light of the requirement for a DBS check.

13 **Interview Panel**

- 1301 A minimum of two interviewers will form the interviewing panel, as determined by the governing body standing orders, a panel of three is preferable.
- 1302 The members of the panel will:
- have the necessary authority to make decisions about appointments;
 - be appropriately trained, (one member of interview panel will have undertaken the training in accordance with the DFE Safer Recruitment Training).

- meet before the interviews to:
 - a) reach a consensus about the required standard for the job to which they are appointing;
 - b) consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - c) agree their assessment criteria in accordance with the person specification;
 - d) agree method of assessment – eg presentation, observation, panel interview.

1303 Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

14 **Scope of process**

1401 The selection process will avoid wherever possible subjective opinion and will instead be underpinned by a comprehensive, objective assessment of the candidate's suitability and their skills across the entire performance spectrum.

1402 The "core competencies" required of the role will be identified from the person specification and a range of selection methods will be used to measure the candidate against these. For example depending on the role areas the panel may wish to measure: leadership ability, ability to use initiative, innovation, interpersonal skills or communication skills.

1403 The panel will consider methods for assessment such as: work-simulation Test, Aptitude Test, Presentation, group exercise, panels, Structured Interview when forming its assessment procedure for the post.

1404 The panel will consider the specific competencies of the post and develop interview questions - to extract information from the candidate about the extent they meet these requirements during a structured interview.

1405 The panel will ask each candidate the same questions, and each candidate answers will be rated by the interview panel. Supplementary questions may be used which fit with the nature of the question.

1406 The panel will be assessing and evaluating the applicant's suitability for the particular post, and through the assessment processes and will explore with the candidate:

- their attitude towards children and young people;
- their ability to support the school's agenda for safeguarding and promoting the welfare of children;
- any gaps in the candidate's employment history;
- any concerns or discrepancies arising from the information

provided by the candidate or from a referee

1407 The panel will be attuned to answers that:-

- are vague or unrealistic
- show no or little understanding or appreciation of children's needs or expectations.
- fail to recognise the particular vulnerabilities of children from troubled backgrounds
- contain examples of inappropriate language about children;
- show signs that the applicant is unclear about appropriate boundaries when working with children.

15 Health questions

1501 The panel will be aware of the legal requirement for employers not to ask any health questions prior to an offer of employment. Either within the reference, application form or at the interview stage.

1502 Guidance relating to this area, provided by the Schools HR Service is available at Appendix 3.

16 Decision making, feedback and conditional offers

1601 An offer of appointment to the successful candidate will be made **conditional upon:**

- the receipt of at least two satisfactory references (it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)
- verification of the candidate's identity
- verification of eligibility to work in the UK
- verification of the candidate's medical check
- verification of qualifications
- verification of professional status where required e.g. QTS, NPQH;
- a check of DFE List 99 and a satisfactory DBS Enhanced Disclosure
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for support posts) satisfactory completion of the 26 week probationary period.

1602 The Local Authority's Human Resources will liaise with the School in order to follow relevant guidance if a Disclosure reveals information that a

candidate has not disclosed in the course of the selection process.

- 1603 All checks will be:
- confirmed in writing;
 - documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by regulations);
 - recorded on the school's central record database; and,
 - followed up where they are unsatisfactory or there are discrepancies in the information provided.

- 1604 Where:
- the candidate is found to be on List 99 or the PoCA/PoVA List, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
 - an applicant has provided false information in, or in support of, his/her application; or,
 - there are serious concerns about an applicant's suitability to work with children,

The facts must be reported to the police and/or the DFE Children's Safeguarding Operations Unit. The school will liaise with Human Resources if this should be the case.

- 1605 Those unsuccessful at interview will be advised by the Chair of the panel of the outcome of their interview and will be offered verbal feedback from the process.

- 1606 The feedback provided will be descriptive and specific. Feedback will focus on behaviours the applicant can do something about, it will be clear and concise and sufficient and appropriate and sensitively delivered.

17 **Post Appointment Induction / Probationary period**

- 1701 There will be an induction programme for all staff, governors and volunteers newly appointed to the school, regardless of previous experience. In some cases where a current member of staff is appointed to a new role requiring a move to a new site or department of the School there may be the need for an induction at the new location if there are significant changes in practice etc.

- 1702 The Headteacher will ensure an induction programme is created for use at the School. The key elements of the induction programme will be the same for all new starters, however any detailed guidance or training for the specific role may be varied as required.

- 1703 The Headteacher may delegate to line managers the responsibility to deliver the induction to newly appointed staff/volunteers within the School

as appropriate. The Headteacher will make arrangements with the Chair of Governors for the induction of newly appointed Governors of the School.

- 1704 Separate to the above induction all newly appointed support staff must satisfactorily complete a 6 month probationary period.¹

This applies to to new support staff employees to the school including:

- (a) employees rejoining who have had a break in service
- (b) employees joining from another school/education establishment/local authority

- 1705 The probationary period will consist of assessment at week 10 and week 20 with ongoing supervision throughout the six-month period. All supervision should be recorded and, where necessary, action plans devised to ensure all parties are aware of what action is required from them.

- 1706 The written assessment at weeks 10 and 20 should clearly identify whether:
- (a) The assessment has been successful
 - or
 - (b) An action plan of steps to be taken to support the employee

- 1707 If any immediate concerns are identified the line manager will highlight any concerns as they arise and not wait until the 10 or 20-week assessment.

- 1708 An extension of the probationary period can be considered where:
- sufficient progress has been made to date but small concerns still remain
 - a genuine absence has been required of a specific period of time
 - lack of support and guidance is identified

Advice should be sought from HR Advisor in these circumstances.

- 1709 In cases where it is likely a new employee will not have their employment confirmed during the probationary period advice should be sought from the School HR Advisor.

18 **Complaints**

- 1801 Should an external individual submit a formal complaint regarding the Schools treatment of them during a recruitment process the complaint should be handled via the School's Complaint Policy and the individual concerned provided with a copy.

¹ Probationary period does not apply to teaching staff or those redeployed to the school under a separate arrangement.

19 **Expenses**

1901 ** (Alter paragraphs 19.1 and 19.2 to fit with your schools decision on this matter)

1902 The governing body **will/will not** reimburse candidates with reasonable expenses incurred for travelling and or subsistence relating to the interview.

Details of the rates applicable can be obtained from the School.

1903 The governing body **does/does not** offer assistance with relocation costs for successful candidates appointed to such designated posts. Should the post be designated as offering relocation assistance this will be included in the pack issued to candidates.

20 **Reporting**

2001 The Headteacher will provide to the Governing Body reports with regard to staffing at the school e.g. turnover and appointments, advertising expenditure etc and any issues arising from such matters.

21 **Record Keeping**

2101 Panel members' notes of the recruitment will be kept from the date of the interview for a period of 6 months and will then be destroyed in a confidential manner (eg shredded).

Appendix 1

Recruitment Checklist

	NOTES
Panel formed – dates, availability checked and confirmed – available for shortlist and interview	
Training: confirm that at least one member of the above panel have carried out the safer training	
Planning: Timetable decided, job description and person specification reviewed and updated as necessary.	
Advertising: The advert must include reference to the policy statement of safeguarding and promoting welfare of children and young people	
Application Forms: Candidates must provide information on employment history and if appropriate adequately explain the reasons for any gaps. The candidates must complete, sign and date the Rehabilitation of Offenders Act Declaration Form.	
Shortlisting: same panel members that shortlist must interview.	
References: References must be requested prior to interview. Chase if not received. Check and scrutinise references on receipt – any discrepancies or concerns should be taken up with applicant at interview or the referee.	
Invitation to Interview: Interview invitation letters must include relevant information and instructions contact number for any requirements	
Interview: The panel should have at least 2 but preferably 3 members and should have the authority to appoint. They must meet prior to interview and agree issues, questions, assessments, criteria and standards. At least one member must have completed the safer recruitment training.	
Conditional Offer of Employment: Offer of employment must be subject to satisfactory completion of the following pre-employment checks:	
Identity: This should be verified on the day of interview and copied.	
Right to work in UK: This again should be verified on the day of interview and documentation copied.	
References: If not received and scrutinised prior to interview.	
Qualifications Checked: This should be verified on the day of interview – original certificates must be submitted and copied.	
DBS: An enhanced level disclosure will be required.	
List 99: This is either as part of the DBS disclosure check or a separate check can be made through Human Resources.	
Medical check: advice with regard to any restrictions or adjustments	
QTS – for teacher only. The candidate should provide original documentation to prove that he/she has obtained QTS.	
Probation – for support staff only. The candidate will be subject to a 6 month probationary period if he/she is new starter	
Teachers Pensions – all teachers are automatically members of the scheme unless they have previously opted out (proof of this must be provided).	

Local Government pension – all support staff are automatically members of the scheme but have the right to opt out.	
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Appendix 2

XXXXXX School

Employee Reference Form – Confidential

Job Title

Candidate Name:

Employment Details

Start Date:

Leaving Date (if applicable)

Reason for Leaving (if applicable)

Please provide a brief outline of main duties:

Has there been any performance problems during the employment? If yes, then please describe:

To your knowledge, has there been any recourse to formal capability procedures? If yes, then please describe:

Has there been any conduct problems during the employment? If yes then please describe:

To your knowledge, has there been any recourse to formal disciplinary procedures? If yes then please describe:

Experience

Skills <small>(Please note you should add detail below relevant to the person specification, below are for examples only)</small>	Excellent	Good	Satisfactory	Poor
Organisational/Management Skills				
Ability to work with challenging pupils				
Personal integrity and confidentiality				
Interpersonal relationships/Team Working				
Relationships with parents and the wider community				

Please give any additional information on the suitability of the person for the post of xxx at our school. (See job outline)

Would you employ this person again if the opportunity arose? YES / NO
If not, why not?

**Final Recommendation
(Delete as appropriate)**

WITHOUT RESERVATION

WITH RESERVATION
(Clarify below)

Additional Comments

Name _____ Mr / Mrs / Ms / Miss

Position: _____

School/Establishment: _____

Signed: _____ Date: _____

Appendix 3

Guidance for Interview Panels – Health Questions

Under the Equality Act 2010, employers are prohibited from asking health questions before making an offer of employment to the applicant. An exception to this rule is in respect of reasonable adjustments and occupational requirements (functions intrinsic to the role).²

Schools are therefore advised that any questions asked at interview should be in line with the below guidance and strictly in line with the occupational requirement of the role for which the interviews are being held. For example you would not ask a teacher if they could climb ladders etc as this would not be a normal occupational requirement of the role. The questions would need to be changed for each role's requirements and should be limited to those strictly necessary for the occupational requirements of that role specifically.

Suggested question to be asked at interview

Part 1 - *To assess whether you will be able to perform a “function” of the job which is “intrinsic” to the work concerned;*

Part 2 - *Do you feel you require any modifications/adjustments to the job you have applied for to help you carry this out, with specific reference to the requirement to [insert requirements of the role] ?*

How should this information be recorded?

- Notes taken in relation to the above question should be strictly factual.
- Notes should not include anything regarding health/medical conditions.
- Notes should include reference to if the panel have had to stop the candidate talking about medical/health issues. (This will help to defend a claim of disability discrimination)

Discussions regarding health/medical issues

Please note that interview panels are reminded that employers are prohibited from asking health questions before making an offer of employment to the applicant. If a candidate starts to talk about health/medical issues, interview panels are advised to stop the conversation and point out to them that we are not allowed to ask health questions. Candidates must be advised that health/medical issues can only be discussed should the candidate be successful at interview.

² Please note it is the responsibility of the appointments panel to ensure that they are working within the Equality Act 2010. This guidance note is only intended as a starting point to assist panels in planning for interviews appropriately. If panels are unsure as to whether they are working within the Equality Act 2010 they should consult with their HR Advisor who will give appropriate specific advice linked the particular interview circumstance.

Examples of functions intrinsic to the role

This following list of examples may be used when preparing interview questions. Below is a non-exhaustive list of examples of when you may wish to consider the following reasonable adjustment question be asked. As per the above, interview panels should select the requirements for the role which relate only to the role being interviewed.

Please note it is the responsibility of the manager to determine whether the task is intrinsic to the role before embarking on a route of questioning with regards to this.

In addition to asking questions with regards to intrinsic functions of the role the information below may assist in outlining information which you need to share with candidates as part of the selection process so that they are fully aware of the requirements of the post.

Physical Requirements of the role	
Ability to Work at Height/use of ladders	Clearing pathways in snowy/icy conditions
Manual Handling	Cleaning/Maintenance
Bending	Carrying out minor repairs
Driving	Operating machinery
Setting up of rooms for assemblies /functions	Heavy use of keyboard/computer
Repetitive Tasks	
Mentally/Emotionally Demanding requirements of the role	
Work that involves high levels of ongoing conflict e.g dealing with stakeholders who may be unhappy with your involvement with them	Work that involves dealing with very emotionally charged issues e.g death, significant ill health, child or elder abuse
Concentrating for long periods of time	Dealing with conflicting demands

Other requirements of the role	
Working early/late – for purpose of lettings/hire of premises etc	Use of medical equipment /provision of first aid
Lone working	Working with chemicals

Below are some examples of the areas, which you may consider asking in relation to the reasonable adjustment question above;

Caretaker

- Ability to Work at Height/use of ladders
- Cleaning/Maintenance
- Operating machinery
- Clearing pathways in snowy/icy conditions
- Manual Handling
- Bending
- Lone working
- Working with chemicals
- Working early/late – for purpose of lettings/hire of premises etc
- Carrying our minor repairs
- Setting up rooms for assemblies/functions

Cleaner

- Ability to Work at Height/use of ladders
- Cleaning/Maintenance
- Operating machinery
- Bending
- Repetitive Tasks
- Working with chemicals

Teaching Assistant

- Ability to Work at Height/use of ladders,
- Working with special needs children
- Providing support for distressed pupils
- Bending (working with young children/carpet work)
- Manual handling (carrying equipment/books)
- Use of medical equipment/provision of first aid
- Dealing with child protection issues

Office Manager/Administrator

- Dealing with conflicting demands
- Managing conflict

- Repetitive tasks
- Heavy use of keyboard/computer
- Concentrating for long periods of time

Teacher

- Dealing with conflicting demands
- Concentrating for long periods of time
- Providing support for distressed pupils
- Dealing with Child protection issues
- Working with special needs children
- Bending (working with young children/carpet work)