



# **Recruitment and Selection**

## **Policy**

**Ref: PXXX**

<b>Document Control</b>	
Title	PXXX Recruitment and Selection Policy
Date	November 2018
Supersedes	Previous Trust Safer Recruitment, DBS, Recruitment and Appointments Policies
Amendments	Alignment of employee and volunteer procedures, clarification on length of probationary period, guidance on scoring and shortlisting, guidance on internal vacancies, reference to Keeping Children Safe in Education 2018, guidance on internal/external advertising.
Related Policies/Guidance	P003 Trust Guidance for safer Working Practice for Adults Working With Children; A003 Trust Whistleblowing Policy; Keeping Children Safe in Education DfE; S017: Safeguarding Policy; A009: Visiting Speakers;
Review	2 year
Author	HR & People One Education / A. Park / K. Moulder / A. White
Date consultation completed	n/a – minor amendments to previous policy only, updated templates for those managing the process
Date adopted by Trust Board	

Prosper Learning Trust is a Multi Academy Trust  
Registered in England and Wales number 10872612  
Registered Office: Firbank Road, Manchester, M23 2YS

The Prosper Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operational of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school, academy or free school unless otherwise stated
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy or free school.

## CONTENTS

Paragraph	Page
1 Introduction	4
2 Scope	4
3 Principles	5
4 Roles and responsibilities	5
5 Identifying a recruitment need	5
6 Planning	6
7 Application stage	6
8 Longlisting and Shortlisting	8
9 Interview/Assessment stage	9
10 Pre-employment checks	10
11 Checks on staff who have lived outside the United Kingdom	13
12 Starting work pending a DBS Disclosure	13
13 Single Central Record (SCR)	13
14 Non-employees	14
15 Trustees and Governors	15
16 Initial Teacher Training (ITT) Students	15
17 Visitors and Volunteers	15
18 Professional Services	16
19 Maintaining a Safe Culture	17
Appendix A Safeguarding Children statement (recruitment)	18
Appendix B RS001: Standard Operating Procedure for Recruitment	19
Appendix C Flowchart of DBS criminal record checks and barred list checks	21

## 1. Introduction

- 1.1 This Recruitment and Selection Policy has been developed to embed safer recruitment practices and procedures throughout Prospere Learning Trust and to support the creation of a safer culture by reinforcing the safeguarding and well-being of children and young people in our care.
- 1.2 We believe our recruitment policy and practice is an essential element in creating and maintaining a safe and supportive environment for all pupils, staff and others within our schools and aims to ensure both safe and fair recruitment and selection of all staff and volunteers by:
- attracting the best possible candidates/volunteers to vacancies,
  - deterring prospective candidates/volunteers who are unsuitable from applying for vacancies
  - identifying and rejecting those candidates those candidates/volunteers who are unsuitable to work with children and young people
- 1.3 The Trust is committed to using disciplinary procedures that deal effectively with those adults who fail to comply with the Trust's/School's safeguarding and child protection procedures and practices.
- 1.4 As an employer we are under a duty to refer any allegation of abuse against a member of staff to the Designated Officer within one working day of the allegation being made. A referral will be made if a teacher or member of staff (including volunteers) has:
- behaved in a way that has harmed a child, or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
  - conducted an act which is deemed inappropriate and may impact on the school's reputation or confidence in staff's ability to safely work with children.
- 1.5 As an employer we are under a duty to refer to the Disclosure and Barring Service (DBS), any member of staff who, following disciplinary proceedings, is dismissed because of misconduct towards a pupil and we may refer any concerns we have before the completion of this process.

## 2. Scope

- 2.1 This policy applies to all recruitment, including internal vacancies, for teaching and non-teaching posts. Where there is a specific requirement for one type of post (e.g. teachers), this will be stipulated.
- 2.2 The safe recruitment measures described in these guidelines should be applied in relation to everyone who works in an education setting (where there are children under 18 years of age) who are likely to be perceived by the children as safe and trustworthy adults. Those are not only people who regularly come into contact with children, or who will be responsible for children, as a result of their work. They are also people who regularly work in school when the pupils are present, who may not have direct contact with children as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the school. This includes workers not on payroll e.g. staff employed by contractors, including supply teachers employed by agencies and unpaid volunteers.

### 3. Principles

- 3.1 The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All vacancies advertised will contain a statement of Trust's commitment to ensuring the safety and wellbeing of pupils and detailing the pre-employment checks required (Appendix A).
- 3.2 The appointment and promotion of excellent staff is also integral to the continued success and progress of our schools. Exemplary recruitment and selection practice is essential to ensure that staff roles and structures are up to date, support our school development plans, and that the people appointed to carry out these roles have the skills, experience and understanding of the demands of the job to provide excellent performance in their roles.
- 3.3 Those involved in managing the recruitment process should be mindful that this process requires careful planning and that they are ambassadors for the Trust/School in their interactions with candidates. Our professionalism and conduct throughout the process is vital not only to encourage candidates to perform at their best during the selection process, but also to ensure that candidates have a positive experience and will accept the post if successful.
- 3.4 The Trust will be mindful of its obligations and duties under the Equality Act 2010 and will be mindful of the protected characteristics in the Equality Act (i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership) in the application of this procedure.

### 4. Roles and responsibilities

#### 4.1 The Trust Board will:

- ensure the school has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with Department for Education guidance and legal requirements
- monitor the school's compliance with them
- ensure that appropriate staff and Trustees / Governors have completed safer recruitment training, including a minimum one Trustee / Governor to have undertaken safer recruitment training (as per Regulation 9 of the School Staffing (England) Regulations 2009).

#### 4.2 The Headteacher will:

- ensure that schools consistently implement the procedures agreed by the Trust Board
- ensure that all appropriate checks have been carried out on staff and volunteers in the school
- monitor any contractors and agencies compliance with this document
- promote the safety and well-being of children and young people at every stage of this process

### 5. Identifying a recruitment need

- 5.1 In reaching a decision to recruit, the following factors will be considered:
- The need to create or maintain the role within the current staffing structure
  - Developments in relation to student numbers and other school organisational factors

- Developments in relation to workforce reform and best education practice

5.2 In the normal course of events, these decisions will be taken by the Headteacher and Deputy Headteachers, after consultation with the Senior Leadership Team.

5.3 In the event of any proposed appointment falling outside of the normal staffing structure or where there are any contentious or potentially problematic issues the matter will be referred for further consideration as per the scheme of delegation. Where appropriate, the Resources Subcommittee will consider school based roles and the Trust Board will consider central MAT roles.

## 6. Planning

6.1 Where a recruitment need has been identified, the senior member of staff with delegated responsibility for the vacancy (the Recruitment Lead) will refer to the **Standard Operating Procedure** (see Appendix B) and use the standard templates available in the Recruitment Toolkit for each stage of the process.

6.2 Key steps in the planning process include:

- obtaining approval to recruit from the Headteacher who must sign off the Recruitment Approval Form (RS001)
- ensuring that the appropriate job description and person specification are compiled; it is good practice to review existing job descriptions every time a vacant post is advertised, should significant amendments be made, the post may need to be re-evaluated, seek advice from HR
- confirming the appropriate grade, making reference to the appropriate national guidance (School Teachers' Pay and Conditions Document; NJC (Green Book) for Local Government Services) or submitting the job description for evaluation if necessary
- checking the appropriate supporting documentation for candidates is up-to-date and ready to be issued
- deciding upon the wording for the advertisement, its location and duration
- scheduling the key stages of the process with the panel members

6.3 Consideration will be given to the benefits of diversity when identifying the panel members and at least one panel member will have completed Safer Recruitment training. The panel will include a Governor/Trustee for senior staff roles (SLT or above).

## 7. Application stage

7.1 All advertisements for posts of regulated activity, paid or unpaid, will include the following statement:

*Prosper Learning Trust is committed to safeguarding children and young people and expects all staff to share this commitment. All post holders are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service certificate with barred list information check as appropriate.*

7.2 All applicants will be encouraged to access the recruitment pack online. The recruitment pack will contain:

- a statement of the school's/Trust's commitment to ensuring the safety and wellbeing of the pupils (see Appendix A)
  - job description and person specification
  - an application form
  - Trust/School information pack
- 7.3 The Recruitment Lead will discuss advertising channels with HR and determine the appropriate advertising approach, this may vary depending on the specific post and length of vacancy (internal/external, media outlets) etc.
- 7.4 The Trust is committed to allocating the necessary resources to support an advertising strategy that maximises the chances of attracting the best quality candidates possible. In so doing, we will ensure that all publications and communications present the school in the best possible light. The duration and exposure of any advertising campaign may vary depending on market factors (e.g. shortage subjects may be given greater exposure).
- 7.5 The timing of adverts for the Headteacher and other teaching vacancies will also take account of the relevant resignation dates for these staff (support staff are not limited by these deadlines). Headteachers need to resign by 30 September for a January start, 31 January for a summer term start and 30 April for a September start. Other teachers need to resign by 31 October for a January start, 28 February for a summer term start and 31 May for a September start.
- 7.6 In order to monitor the effectiveness of an advertisement, a central record will be maintained by HR to track website views of advertisements, number of applications, and any other relevant information.
- 7.7 Prospective applicants must complete an application form in full. Incomplete application forms may be returned to the applicant where the deadline for completed forms has not passed.
- 7.8 Applicants will be asked to declare whether or not they have an unspent or spent conviction. Administrative arrangements are in place to confidentially share this information with the Recruitment Lead who can take it into account when determining a candidate's suitability for interview.

In some situations, it will be obvious that a conviction makes it impossible for the candidate to be appointed, therefore interviewing will not be contemplated and the applicant will be advised to that effect. However, there may be some types of conviction which fall into a grey area and in this event, it would be acceptable to interview the candidate if they fit the shortlisting requirements and discuss the conviction with them at the end of the interview. If the candidate turns out to be the most suitable for the post and we are satisfied that the conviction would not affect their appointment, then an offer of employment may be made.

Although the candidate has disclosed his/her conviction, this will also be verified by obtaining a DBS check in the normal way and the offer of employment will state that it is subject to DBS check and confirmation of the details disclosed through that process. In the event of any uncertainty about the correct course of action in these circumstances, advice will be sought from the school's HR providers.

## 8. Longlisting and Shortlisting

- 8.1 HR will remove the front page of the application form containing identifying information and the Equality Monitoring Form to ensure that candidates are scored on the basis of the qualifications, skills, knowledge and experience detailed in their application.
- 8.2 Where a high volume of applications has been received, the Recruitment Lead may conduct an initial review the applications (sifting) and remove any applications which do not meet the essential criteria listed in the Person Specification.
- 8.3 Candidates will then be short listed against the person specification for the post and scored using the standard scoring criteria and notes kept to document the reasons behind recruitment decisions. It is recommended that no more than 6 candidates are interviewed for any single post. If a higher number of candidates remains after shortlisting, the Recruitment Lead will discuss further shortlisting options with HR such as telephone screening or online assessments.
- 8.4 All applications will be scrutinised to ensure that they have been completed fully, that the information provided is consistent, there are no discrepancies and any gaps in education or employment are identified. Any anomalies identified by the scrutiny will be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant.
- 8.5 It is essential that shortlisting is an objective procedure. It may be necessary to demonstrate such objectivity at a later date should a claim be made on discrimination grounds. All documentation related to recruitment and selection procedures will be kept for six months after the appointment has been made.
- 8.6 No person will be called to interview for a teaching position unless they have Qualified Teacher Status (QTS) or fall within one of the special categories specified in the Education (Specified Work and Registration) (England) Regulations 2003 (as amended in 2008).

Those special categories are as follows:

- Trainee teachers on mainstream or employment based routes to QTS (this includes routes into teaching such as School Direct, Overseas Trained Teacher Programme and Teach First);
- Overseas Trained Teachers (OTTs) who have worked in the UK for less than 4 years since the first date they did so;
- Instructors (these are 'unqualified teachers' who the law allows to carry out the same duties as qualified teachers e.g. music tutors);
- Staff employed to assist or support the work of anyone falling within one of the above categories subject to them having the necessary skills and being supervised and directed by a qualified teacher e.g. Teaching Assistants.



We are also conscious that a candidate may have a DfE reference number without necessarily holding QTS.

- 8.7 An email or letter will be sent to all unsuccessful candidates thanking them for their application and notifying them that their application will not be progressed to the next stage. Feedback is not offered as standard at the shortlisting stage.
- 8.8 Having shortlisted, a panel may decide that no applicant meets the essential requirements for the post. In this situation the job description, person specification should be reviewed before a decision is made to re-advertise.

## 9. Interview/Assessment stage

- 9.1 Selection methods will be determined by the nature and duties of the post but all vacancies will require an interview of short-listed candidates. Interviews will always be face-to-face, but technology will be used to support this in extenuating circumstances.

Candidates called to interview will receive:

- A letter confirming the interview and details of the panel members
- An outline of the selection process
- Details of the documents they are required to bring with them (see 10.2)

Candidates will be required to:

- Explain any gaps in employment
- Explain satisfactorily any anomalies or discrepancies in the information available to the panel
- Declare any information that is likely to appear on the DBS disclosure
- Demonstrate their ability to safeguard and protect the welfare of children and young people.

- 9.2 Part of the interview will focus upon the candidate's attitude toward children and young people and his/her ability to support the school's commitment to safeguarding and promoting the welfare of children.
- 9.3 Panel members should record all relevant information provided by applicants, as this information will be needed to assess each applicant against the requirement of the job. Notes should be written up during or immediately after the interview – recording relevant answers and detail, bearing in mind the provisions of the General Data Protection Regulation (GDPR), which will enable the candidates to ask to see interview notes where they form part of a 'set' of information about the candidate.
- 9.4 Pupil involvement, or observing short listed candidates' interaction with pupils, is common and recognised good practice i.e. asking candidates to teach a lesson, arranging for pupils to show candidates around the academy (usually accompanied) or through a student interview panel (accompanied).

- 9.5 All assessment tasks will be scored using objective criteria. When all of the interviews and assessment tasks have concluded, the panel will meet to review their scores and to determine whether they will appoint any of the candidates. In some cases, the selection process will be managed in stages and candidates may not participate in all tasks if it is clear that they are not appointable in a preliminary stage. Candidates will be advised of the selection process in advance.
- 9.6 We seek to achieve unanimous agreement of the panel for all appointments. Where this is not achieved, the decision is delayed and the discussion revisited. If unanimity is still not possible, the final decision rests with the Recruitment Lead (in consultation with the Headteacher if he/she is not present).
- 9.7 Internal candidates will be informed of the outcome face to face, external candidates will be telephoned. All candidates will be:
- thanked for their participation in the selection process
  - informed of the outcome
  - provided with agreed feedback at an agreed time

Any questions or concerns raised by candidates should be documented, as well as the responses provided to them.

## 10. Pre-employment Checks

- 10.1 As a Trust, we are committed to thorough and robust pre-employment checks that ensure that successful candidates are fully qualified and fit to work in a school environment. Our schools will follow DfE guidance when implementing appropriate pre-employment checks. The application form is the first stage of this checking process, followed by reference checking when candidates are selected for interview.

A job offer can be withdrawn if the results of DBS checks/and or other pre-employment checks show anything that would make the individual unsuitable for the post that they have been offered.

- 10.2 All shortlisted applicants are asked to bring proof of identity, qualifications and eligibility to work in the UK to interview. This allows us to check their professional status and to complete the necessary DBS checks should they be selected for appointment. These purposes are made clear in the letter inviting candidates to interview.

The checks are then completed and recorded on the day of the selection process. Documents confirming education and professional qualifications must be either:

- The original;
- A certified copy of the certificate/diploma etc.;
- A letter of confirmation from the awarding body.

- 10.3 All appointments are subject to satisfactory references, vetting procedures and DBS clearance. Two references will normally be obtained for all shortlisted candidates prior to interview so that any issues of concern can be explored further with the referee, and taken up with the candidate at interview. One

reference should be from the applicant's most recent or current employer. A standard reference request form will be used for teaching or non-teaching positions as appropriate.

- 10.4 In exceptional circumstances, it might not be possible to obtain references prior to interview, either because of a delay on the part of the referee or because a candidate strongly objects to their current employer being approached at this stage. In the latter scenario, an especially strong case would need to be made to delay our request for a reference from the appropriate employer until after the interview process. The Trust acknowledges that outside of the education sector, the practice of providing a reference prior to a firm job offer being made is rare, therefore more flexibility may be allowed for support staff positions. In any case, where a reference has not been obtained on the preferred candidate before interview, we will ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.
- 10.5 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. A copy of the job description and person specification for the post for which the person is applying will be included with all references. They will always be sought and obtained directly from the referee. We do not use testimonials provided by the candidate. Neither do we accept references addressed "To Whom It May Concern", as they might be the result of a "settlement agreement" and are unlikely to include any adverse comments.
- 10.6 References will be sought directly from the referee, and where necessary, referees will be contacted to clarify any anomalies or discrepancies. Detailed written records will be kept of such exchanges.
- 10.7 Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges. All requests for references will seek information that is clearly relevant to the role and, where possible, will be based upon objective data rather than subjective opinion. Our reference forms have been designed to meet these requirements and to ensure that essential information relating to salary, duration or employment, attendance, disciplinary record etc. are received.
- 10.8 Referees will be asked specific questions about the following:
- The candidate's suitability to work with children and young people
  - Any disciplinary warnings, including time-expired warnings, relating to the safeguarding of children and young people
  - The candidate's suitability for the post

In accordance with the Equality 2010 information asking about sickness absence and health should not be included on reference requests, this information will be picked up for the successful candidate at the pre-employment health screening stage.

- 10.9 For a headship, if the applicant is from a maintained school one of the references must be from the appropriate LA contact. If the Headteacher applicant is employed in an Academy or the private education sector, a reference will be obtained from the Chair of Trust Board or the person in the most senior managerial position. For existing staff working within schools, one of the references must be from the

applicant's current or latest Headteacher. Support staff references will be sought from the appropriate senior line manager.

- 10.10 On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. This will normally be undertaken by the Recruitment Lead in consultation with other members of the interview panel. If all questions have not been answered or the reference is vague or unspecific, the referee will be telephoned and asked to provide supplementary written answers or amplification as appropriate. The information given will also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant. Any discrepancy in the information will be taken up with the applicant, either by telephone or at the interview itself. Where there are serious concerns about the content of the references, further advice will be sought from the Head of HR.
- 10.11 All staff working in the school will require a satisfactory, enhanced DBS certificate, which includes barred list information, as the assumption is they are all engaging in regulated activity. The school will follow relevant DBS guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process.

Where:

- The candidate is found to be on DBS barred lists, or the DBS check shows s/he has been disqualified from working with children by a Court; or,
- An applicant has provided false information in, or in support of, his/her application; or,
- There are serious concerns about an applicant's suitability to work with children

advice will be sought and the facts reported to the police and the DBS.

- 10.12 In addition to the checks detailed above, an offer of appointment is subject to:
- Verification of qualifications and professional status e.g. NCTL registration, QTS, NPQH must be provided prior to confirmation of appointment;
  - Verification of successful completion of statutory induction period is required for all those appointed to teaching positions who obtained QTS after 7 May 1999.
  - Verification that anyone appointed to carry out teaching work is not prohibited from teaching, using the Teacher Services' system.
  - For management/governance roles only: Verification that the individual is not prohibited under Section 128 provisions. This can be done via the Teacher Services system but for any regulated roles undergoing a DBS barred list check, this will also identify any section 128 direction.
  - Satisfactory completion of the probationary period (for support staff posts where the candidate has no previous government employment).

10.13 All checks will be:

- Confirmed in writing;
- Documented and retained on the personnel file and Single Central Record (subject to certain restrictions on the retention of information imposed by DBS regulations); and

- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

## 11. Checks on staff who have lived outside the United Kingdom

- 11.1 Newly appointed staff that have lived outside the United Kingdom must undergo the same checks as all other staff. However, DBS Disclosures will not normally show offences committed by individuals whilst living abroad. Therefore, in addition to a DBS check, we will undertake additional checks such as obtaining certificates of good conduct from relevant embassies or police forces. Where possible, these checks will be completed prior to the individual starting work or volunteering.
- 11.2 Where an applicant is from, or has lived in, a country where checks cannot be made for child protection purposes, or is a refugee with leave to remain in the UK but with no means of obtaining relevant information, we will take extra care in taking up references and carrying out other identity checks. Additional references will be sought and references followed up by phone as well as in written form. Appointments will be subject to additional advice being sought from our HR provider and relevant agencies.

## 12. Starting work pending a DBS Disclosure

- 12.1 We will ensure that an enhanced DBS check is obtained before an individual begins work at the school. The request for the DBS check will be submitted as soon as practicable after the individual's appointment and the final disclosure must be obtained before the person starts work.
- 12.2 In a small minority of cases the Headteacher may use their discretion to allow an individual to start work with the school pending receipt of a DBS check, but will ensure that the individual is properly supervised and that all other checks, including DBS barred lists, have been completed. This option will be given due consideration in the event that the person is transferring from a similar position without a break in service of more than three months. Before finalising their decision, the Headteacher will complete an appropriate risk assessment to support their decision making process.

## 13. Single Central Record (SCR)

- 13.1 Each School within the Trust will maintain a Single Central Record (SCR) of vetting checks carried out on all adults who work with, or in the company of, our students. This includes, but is not limited to:
- All appointments made to the School's staff body
  - Supply staff (both our own and agency)
  - Invigilators
  - Instrumental teachers
  - Instructors used in the Performing Arts department
  - PE coaches and volunteers
  - SEN support and volunteers
  - Support and volunteers to other departments
  - Governors / Trustees
  - ITT and other university students

- Cleaning staff
- Other contract staff

The SCR indicates that the following checks have been completed, including the date when this was done and who undertook the checks:

- Personal details (name, address, telephone number, date of birth)
- Identity
- Qualifications and professional status (as appropriate)
- List 99 checks for all staff appointed before October 2009 or check of the DBS-barred lists for those appointed after.
- Enhanced DBS numbers
- Right to work in the UK

The accuracy of this record is a high priority for the school. It is maintained so as to be available for inspection at any point in time with no notice.

## 14. Non-employees

14.1 A wide range of adults work with our students who are not directly employed by us. These can be broadly categorised as follows:

- Governors / Trustees
- Initial Teacher Training students / Student Associates
- Visitors and volunteers
- Professional services engaged by us for various purposes

Any person in these categories who is not already known to us will be asked to verify their identity and will be accompanied as appropriate.

14.2 We also ensure that all such adults are appropriately vetted, with the outcomes of this process recorded in our Single Central Record as appropriate. The level of vetting required will be dependent upon whether the individual will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis within the school, for teaching, training, instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engage in intimate or personal care or overnight activity, even if this happens only once.
- Guidance for 'regular' is determined as more than three days in a period of 30 days.

## 15. Trustees and Governors

15.1 Verification that the individual is not prohibited under Section 128 provisions. This can be done via the Teacher Services system but for any regulated roles undergoing a DBS barred list check, this will also

identify any section 128 direction. These checks are mandatory (as outlined in The School Governance Regulations 2016).

## 16. Initial Teacher Training (ITT) Students

- 16.1 The Initial Teacher Training (ITT) provider should ensure that an enhanced DBS certificate and barred list check is applied for when a place at a teacher training institution has been accepted by the student, so that disclosures are received prior to the trainee commencing the school based elements of their training. We will request and record these DBS disclosure numbers before the trainees start to work within Trust schools.
- 16.2 In extenuating circumstances, the Headteacher may exercise his/her discretion to allow a trainee teacher to begin to work in school pending receipt of their DBS disclosure, provided that a check of the DBS barred lists has been completed. Where this is necessary, an appropriate risk assessment will be undertaken and the individual will be appropriately supervised.

## 17. Visitors and Volunteers

- 17.1 We welcome visitors and volunteers to our schools and wish to create an atmosphere that is both welcoming and safe. Adults who come into school to meet staff and not to work with students will be asked to sign in at Reception and wear appropriate identification badges. They will not, however, be asked to go through any vetting or checking processes. For the purpose of this document, 'Visitors and Volunteers' will henceforth refer to adults who come to work with or alongside our students, but who are not paid to provide any specific service. In such circumstances, the following questions need to be asked:

1. Is the activity a regulated activity?
2. Is the activity carried out for the purposes of the school and does it give the opportunity for contact with children?

If the answer to either of these questions is no, then there is no requirement to complete additional checks.

If the answer to **both of these questions** is 'yes' we will ask:

3. Will the person be supervised?

If the answer is yes, there is no requirement to initiate an enhanced DBS check. If the person will not be supervised, then we will enquire an enhanced DBS check. The person can only start work with us pending the arrival of their DBS disclosure if:

- o They hold a recent DBS disclosure from another service provider (normally less than 3 months) and they have had continuity of service since this process was completed.

- 17.2 All staff must notify an appropriate member of SLT if they wish to bring a visitor or volunteer into school to work with our students. Authorisation must be received before arrangements can be formalised.

- 17.3 All visitors and volunteers are expected to sign in at Reception through the appropriate signing in system and wear identification.
- 17.4 Specific arrangements are in place for Visiting Speakers – please refer to the Visiting Speakers Policy for more information and guidance.

## 18. Professional Services

- 18.1 We will from time to time invite adults to work in our schools to provide a specific service (e.g. music tuition, sports coaching, invigilation, cleaning etc.). In such circumstances, the same processes will be applied as described in Section 17 for visitors and volunteers.

Where these arrangements are predictable or longstanding, specific arrangements are made well in advance and recorded on the SCR. Some examples are explained below.

- **Agency Supply Staff / invigilators**

The agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.

- **Outsourced Services (including: Cleaning Staff / Catering Staff / Music Peri, Sports Coaches, Tutors, One Education Support, NHS services, Careers Advice)**

We receive written confirmation, including disclosure numbers, from our contractors that the appropriate checks have been carried out and record these details on the SCR. If for example a tutor is self employed and unable to obtain their own DBS check, we will initiate this prior to them starting work within the school.

- **Maintenance/Repair Workers**

We have classified four situations in which maintenance or repair workers may need to come on site, as described below:

### 1. Regular Maintenance or repair:

If the worker is known to us and returns on repeated occasions to carry out work for us, a DBS check will be obtained on the assumption that the regularity and timings that they are on site will give opportunity for contact with children. This will allow him/her to carry out their work without direct supervision (although the usual signing in processes will still apply).

### 2. One-off tasks that will be completed quickly:



In these circumstances, the worker is unlikely to be known to us and a DBS check is not consequently viable. We will ensure that they are supervised by the Estates staff while on site.

### **3. One-off tasks that will take several hours to complete:**

These will be scheduled after school hours to avoid the need for DBS clearance. If the work has to take place in the vicinity of any after-school clubs, appropriate briefings will be given to the workers by the Facilities Manager about appropriate conduct etc. while on site. As appropriate we will ensure that they are supervised by the Estates staff while on site.

### **4. Long-term building work taking place over days/weeks:**

These workers will be fully briefed by the Facilities Manager about appropriate conduct while on site. They will be allocated a zoned area (for health and safety reasons) that will be kept separate from the student body. We receive written confirmation, including disclosure numbers, from our contractors that the appropriate checks have been carried out.

## **19. Maintaining a Safe Culture**

- 19.1 We are conscious of the need to continue awareness of safeguarding issues beyond the recruitment process and this is covered within our Safeguarding Policy. Please refer to our Safeguarding Policy for more details.

## **APPENDIX A – Safeguarding Recruitment Statement**

The Prospere Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.

### **Applications**

- We only accept applications completed on the Trust's application form.
- Please ensure that the application form is completed in full. In particular, you must ensure that any gaps in your education or employment are fully explained.

### **Shortlisting**

- Candidates will be shortlisted against the person specification for the post. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

### **Interviews**

- As part of the interview process you may be requested to complete a task. This will be indicated in the person specification for the job and in the invitation to interview. Panel members will include staff trained in safer recruitment.

### **References**

When seeking references, we will request information about;

- Your suitability to work with children and young people
  - Any disciplinary warnings, including time-expired warnings, relating to the safeguarding of children and young people
  - Your suitability for the post
  - Your attendance record
  - Your current position and salary
- The referees cited in your application form must include your employer for the last occasion in which you worked with children, if applicable. If your last employment was in a school, we would expect a reference from the Headteacher.
  - References will be sought directly from the referee, and where necessary, will be contacted to clarify any anomalies or discrepancies.
  - Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies.
  - Detailed written records will be kept of such exchanges.

### **Appointments**

All appointments are made subject to:

- Verification of identity;
- Verification of the right to work in the UK;
- A satisfactory Enhanced Disclosure and Barring Service (DBS) certificate with barred list information check;
- Checks of professional status (NCTL; QTS etc.);
- Confirmation of certificates and professional qualifications;
- Receipt of satisfactory references (if not received by the time of interview); and
- Medical clearance

Please familiarise yourself with our Safeguarding Policy which is available on our website.

## **APPENDIX B – Standard Operating Procedure**

### **Templates and Guidance Notes (available in the [Recruitment Toolkit](#))**

RS001	Recruitment Approval Form
RS002	Job description and person specification guidance notes
RS003	Job description and person specification template
RS004	Application form (including equality monitoring form)
RS005	Sifting/Longlisting record form
RS006	Shortlisting matrix (MS Word or Excel versions available)
RS007	Shortlisting summary sheet (MS Word or Excel versions available)
RS008	Interview/Assessment scheduling form
RS009	Interview/Assessment record form
RS010	Interview/Assessment summary sheet
RS011	Teaching Observation record form
RS012	Teaching feedback form
RS013	Guidance on providing feedback to candidates

### **Planning**

- For each post an appropriate senior member of staff should assume/be assigned responsibility as the Recruitment Lead
- The Recruitment Lead should inform their HR administrator as soon as possible of their intention/need to recruit and seek their advice and support proactively throughout the process
- The Recruitment Lead should complete a Recruitment Planning sheet (RS001) authorised by the Headteacher or appropriate senior manager.
- Consideration will be given to the diversity of the panel
- Assessment tasks must clearly link to the relevant person specification requirements to demonstrate how the task measures the requirement.
- The Recruitment Lead will review available job descriptions and update/edit as required using the guidance notes (RS002). If they propose significant changes to existing job descriptions, or this post is new and there are no comparable job descriptions available, a grading review will be required to confirm the appropriate salary.
- The HR team will ensure the job description is on the template (RS003) before advertising

### **Shortlisting Stage**

- The HR team will ensure all applications are submitted on the standard application form (RS004) and will both the front page and the equality monitoring form prior to shortlisting
- The HR team will provide the Recruitment Lead with applications, the longlisting record form, shortlisting matrix and summary sheet (RS005, RS006, RS007)
- When the post has attracted a high volume of applications, the Recruitment Lead may choose to sift the applications to create a longlist (RS005), removing applicants who do not meet the essential criteria. Exceptionally, applicants who meet the majority but not all of the essential criteria may be longlisted if their breadth of experience is relevant.
- The Recruitment Lead and second shortlisting panel member will score longlisted applications separately using the matrix (RS006), note any gaps in employment/education which need to be checked complete and sign the summary sheet (RS007) to document selection for interviewing (usually no more than 5 candidates for 1 post)
- The Recruitment Lead will inform the HR of the short list to contact all candidates invited to interview

- The Recruitment Lead will work with HR to confirm the schedule for the interviews and assessments (RS008) and to book relevant cover and rooms for the teaching aspect or practical aspect of the interview if needed.

### Interview/Assessment Stage

- HR will provide sample questions to the Recruitment Lead to review and confirm with the Headteacher/Deputy Headteacher, final questions should be forwarded to HR as soon as possible to facilitate preparation of interview paperwork
- Interview questions should focus on actual experiences with concrete examples sought to demonstrate competency and delve into attitudes and behaviours as well as their motivation to work in a school
- Questions may combine several items from the person specification into one, the items covered in each question should be identified on the interview scoring sheet on the last page of the interview record form
- HR will prepare the interview record form (RS009) and teaching observation form if needed (RS011), the Recruitment Lead will note gaps in education or employment history identified at the shortlisting stage or through queries identified in references, to discuss in the interview
- The Recruitment Lead will ensure panel members and Curriculum Area staff have the schedule for the day and are aware of their roles/responsibilities, arrange a pre-interview meeting with the interview panel members
- The Recruitment Lead will arrange for teaching resources/rooms/ICT to be prepared and ready for the teaching/assessment aspect of the interview prior to 8.20am
- All panel members will note the candidate's responses to questions and are responsible for asking follow up questions to clarify any areas of concern they note in a response e.g. attitude towards safeguarding

### Non-teaching roles - assessment tasks

- All candidates shortlisted for non-teaching roles should participate in all aspects of the selection process (maximum 5 candidates for 1 post), performance in assessment tasks should be recorded on the Interview/Assessment record form (RS009)

### Teaching roles only

- Observers will complete the Teaching Observation Record Form (RS012) for each candidate
- Following the teaching observation, the observers will meet to collate details and rank candidates using the Observation Feedback Form (RS012)
- The Interview Observation Feedback is shared with Lead SLT and the candidates not selected for interview are informed (feedback provided within one week)

### All interviews

- Panel members record candidate responses on the Interview/Assessment Record Form (RS009)
- The Recruitment Lead should facilitate a panel discussion of candidate performance against the selection criteria and complete the Interview/Assessment Summary Sheet (RS010) including key feedback items for candidates
- The Recruitment Lead will contact candidates to advise them of the outcome of the selection process and offer feedback, noting any questions/comments from candidates, refer to RS013 for guidance on providing feedback to candidates
- All selection documentation (including this checklist) should be passed to HR for filing. Recruitment records may be kept for up to 6 months

**APPENDIX C – Flowchart of DBS criminal record checks and barred list checks**  
 (Keeping Children Safe in Education, September 2018, page 39)

