



# Policy & Procedure Guidance for Recruitment

This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

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## 1. Introduction

This document sets out the safer recruitment and selection procedures which will be followed at the academy and provides employees who have responsibility for recruitment and selection with guidance on legal requirements and best practice.

## 2. Policy Statement

The academy's Recruitment & Selection Policy Statement is at **Appendix A**.

As part of its commitment to safeguarding and promoting the welfare of children and young people, a range of pre-employment checks will be undertaken on employees and volunteers and there is a requirement on external organisations providing workers to do the same. **Details of these checks can be found in the Pre- Employment Checks Procedure.**

These requirements are summarised in the Recruitment & Selection Policy Statement and more detail can be found at Appendix A.

## 3. Scope

Children are likely to perceive all adults in the academy as safe and trustworthy adults. The principles described in this policy will therefore be applied in relation to everyone who applies to work in the academy.

Safer recruitment practices are also expected to be applied by:

- staff employed on a permanent basis,
- temporary and casual staff
- unpaid volunteers (see Section 6)
- those employed by external organisations such as supply agencies (see Section 7)
- where appropriate contractors and self-employed persons.

## 4. Roles and Responsibilities

4.1 It is the responsibility of the **Board of Trustees** to:

- Ensure there are effective policies and procedures in place for the safe recruitment of all staff and volunteers and for the engagement of other adults in accordance with DfE guidance and legal requirements;
- Monitor compliance with those policies and procedure;
- Elect a selection panel of at least three of its members for the appointment of Executive Headteacher, Joint Head of Academy and Deputy Headteacher. The panel will, in the case of Deputy Headteacher appointments, include the Joint Head of Academy.

4.2.1 It is the responsibility of the **Joint Heads of Academy, and other managers** involved in recruitment to:

- Ensure that safe recruitment procedures are in operation and make sure all appropriate checks are carried out on all staff, volunteers and others engaged to work;
- Ensure contractors' and agencies' compliance with this document;
- Secure and promote the welfare of children at every stage of the process.

- 4.3 It is the responsibility of all **potential and existing workers, including volunteers** to comply with this document.
- 4.4 It is the responsibility of all **contractors and agencies** to comply with safe recruitment pre- employment checks.
- 4.5 It is the responsibility of the **Essex County Council eDBS service** to:
- deal with the administration of the disclosure system for all ECC and umbrella body disclosures\*
  - maintain the internal List and Indices.

\*The Council acts as a DBS umbrella body for a large number of external organisations including Foundation and Voluntary Aided Academies. There are separate Guidelines covering the Council's responsibilities in this area and these are available from the eDBS service.

#### 4.6 **Delegated Authority**

The Trustees have delegated authority to the Joint Heads of Academy to lead in all staff appointments outside of the leadership group.

- 4.6.1 The Trustees have delegated the appointment of Deputy Headteachers and Assistant Headteachers to the Joint Head of Academy.
- 4.6.2 Trustees may be involved in staff appointments below leadership level but the final decision will rest with the Joint Heads of Academy. Trustees will be included in all Senior Leadership Team appointments. The Joint Heads of Academy may delegate the selection process of staff outside of the leadership group to other managers but remains responsible for the decision to appoint.

### 5. **The Recruitment Procedure**

Please see **Appendix B** for a flow chart summarising the procedure. Further key details are provided below. See also section 6 for recruitment procedures for volunteers.

#### 5.1. **Pre-advertisement**

##### 5.1.1 **Identifying a vacancy**

The recruitment process starts as soon as a vacancy has been identified. Before any action is initiated, the Strategic Staffing Committee comprising of the Joint Heads of Academy, Deputy Headteachers, Director of HR, Director of Finance & Premises and the Director of ICT will ensure that careful consideration will be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

##### 5.1.2 **Job Descriptions/Person Specifications**

A job description and person specification will be drawn up for all posts. The job description will provide a framework of expectations and will define the purpose, scope and the principal duties and responsibilities of the role. The person specification will enable applicants to assess themselves for the job and provides a benchmark for judging suitability. All work involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Job descriptions and person specifications will clearly set out the extent of the relationships/contact with children and the degree of responsibility for children for each post.

The job description and person specification will be used throughout the recruitment process to develop the shortlisting and selection criteria.

The salary for the job will be evaluated at this point and the actual salary and salary range will be advertised.

### 5.1.3 Setting timescales

It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not overlooked. For example, it is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview.

The length of the recruitment process varies depending on the type of vacancy (e.g. teaching/support staff), the frequency of the desired publication (e.g. daily, weekly, fortnightly, monthly), whether it is necessary to advertise both internally and externally, the requirement for a work permit, availability of staff and the length of the individual's notice period. See **Appendix C**.

### 5.1.4 Recruitment pack

The recruitment pack will vary according to the post but will consist, as a minimum, of:

- Application form
- Plume Academy Information
- Job description
- Person specification
- The Recruitment and Selection Policy statement
- Equal Opportunities Statement.

The pack may also include other relevant information i.e. department or faculty information

### 5.1.5 Visits

Informal discussions and visits prior to application are welcomed by prior arrangement.

## 5.2. Advertising

To ensure equality of opportunity, all vacant posts will be advertised to encourage as wide a field of candidates as possible, and this will normally entail an external advertisement.

However, there may be circumstances where an internal advertisement may be considered appropriate.

This will include where:

- Clear career development and progression paths are being supported;
- There is a reasonable expectation that there are sufficient qualified and experienced internal candidates;
- The position is for additional responsibilities and not a vacant post;
- Staff are at risk of redundancy.

Executive Senior Leadership posts will be advertised in the manner considered appropriate by the Board of Trustees. In order to ensure the widest possible field of candidates advertising will usually be national for these roles, unless there is a good reason not to do so.

All employees, including those working on fixed term contracts, and casual and agency workers

working at the school will be informed of any vacancies.

### 5.3. **Application**

#### 5.3.1 **Application Form**

A standard application form is used for all vacancies. Alternate format application forms will be accepted from disabled applicants, but such applicants must provide all of the information required by the standard application form. Curriculum Vitae will not be accepted in isolation.

All parts of the application form must be completed and the form signed by the candidate. A completed application form will provide the basis for necessary pre-employment checks. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate. Where an applicant is shortlisted, any discrepancies or gaps in employment will be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in the application being rejected or, in summary dismissal if the applicant has been selected.

Where a post is advertised internally only, applicants will be informed whether an application form must be completed or whether a letter of application is sufficient. Where posts are advertised externally, internal applicants will be expected to complete a form in the same way as external candidates to ensure equality and fairness.

#### 5.3.2 **Recruitment Monitoring Form**

There is a requirement to monitor certain aspects of employment practices including monitoring the ethnicity, disability and gender of employees and applicants. As part of the application process therefore, individuals will be asked to complete a Recruitment Monitoring Information form.

Completion of the form will ensure that policy and procedures are effective in avoiding discrimination and promoting equality, diversity and inclusion in recruitment. However, the completion of the form is voluntary and therefore candidates are not obliged to complete it.

The recruitment monitoring information does not form part of the selection process and will be detached from the application form prior to shortlisting.

The information provided will be used for monitoring and statistical data purposes only. Required reporting of this data will be on an anonymous basis.

#### 5.3.3 **Acknowledgement**

All applicants will receive an acknowledgement email upon application and will be notified if they have been successful or unsuccessful for interview as near as possible to the closing date of the advertisement.

### 5.4. **Shortlisting**

Shortlisting will take place as soon as possible after the closing date using the safer recruitment checklist. Shortlisting will be undertaken by the selection panel normally consisting of at least two individuals (A minimum of three in the case of Head of Academy/Headteacher positions made up of trustees and an external consultant and for Deputy Headteacher panels, at least one trustee). At least one member of all selection panels will have undertaken the required Safer Recruitment training.

See **Appendix D** for more information.

#### 5.4.1 **Invitation to interview**

Once the shortlist has been decided the shortlisted candidates will be notified as soon as possible. Invitation to interview will be confirmed in writing. Adequate time should be allowed between invitation and interview to allow for pre-employment checks to take place and to allow candidates adequate time to prepare for their interview.

The invitation to interview letter should include asking whether the candidate has any special requirements to enable them to participate in the process.

Every effort will be made to accommodate any special requirements/adjustments necessary to enable candidates to participate in the process.

See **Appendix E** for a model invite to interview letter.

#### 5.4.2 **Requesting references**

At least two professional references will normally be taken up on all short-listed candidates, prior to interview. In line with the statutory guidance, references will be scrutinised and any concerns resolved satisfactorily before the appointment is confirmed.

A reference will be required from the candidate's current and/or most recent employer and where available, at least one reference will relate to the last position which involved working with children.

References from an education establishment, must be submitted from the head of establishment (chair of the Board in the case of headteachers).

In exceptional circumstances, where an applicant has good reason not to want their referees to be contacted prior to interview, they should set out your reasons with your application form.

Where it is agreed to defer, referees will be contacted immediately after the interview before an offer of employment is confirmed.

#### 5.4.3 **Self-declaration of criminal history and prohibitions**

Shortlisted candidates will be required to make a declaration of criminal convictions and prohibitions and any relevant positive declarations will be explored with them at interview. Declarations should be submitted in a sealed envelope. The Recruitment and Selection Policy Statement at Appendix A sets out how such declarations will be considered.

#### 5.4.4 **Screening applicants on-line**

In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history.

No candidate or third-party individual will be asked to provide access to on-line information which is not publicly available. No detriment will be applied whether or not an individual has an on-line presence.

Searches will be conducted by an appropriate individual who is not a member of the recruitment panel to avoid the potential for discrimination. Only information related to the purposes stated will be

shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

## 5.5 Selection process

The selection process will, as a minimum, consist of a face-to-face interview even where there is only one candidate. This includes internal appointments, promotions and the appointment of volunteers.

Where appropriate, the selection process may include additional activities such as in-tray exercises, group activities, presentations, student panels or observed assemblies/teaching. Candidates will be informed which of the exercises will be used in the selection process.

The process will assess the merits of each candidate against the job requirements (i.e. job description and person specification), and explore their suitability to work with children. In accordance with the Equality Act 2010, the interview panel should not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g. majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place where appropriate.

Full details of the selection process (i.e. details of the interview and any additional selection exercises) will be notified to the applicant in the invitation to interview letter. Applicants will also be notified of the need to bring appropriate documentary identification to the interview which is required for the pre-employment checks.

Where the academy setting and post are covered by the Childcare (Disqualification) Regulations, if an individual declares information on a Disqualification Declaration Form the academy will need to establish whether the information declared meets one of the disqualification criteria (see section 13 of the Pre- Employment checks procedure).

If the information does meet the disqualification criteria, the selection panel may decide:

- a) to discontinue the recruitment process in respect of that candidate
- b) discuss the declaration with the individual at interview and decide whether the application can proceed.

If the individual is subsequently selected as the preferred candidate following the interview process and consideration of the information declared on the Disqualification Declaration Form, a conditional offer can be made. It must be made clear that a firm offer of employment will not be made until satisfactory pre- employment checks (DBS, medical clearance and references) have been completed and a waiver obtained from Ofsted. Further information on applying for a disqualification waiver can be found in the Pre- Employment checks procedure.

### 5.5.1 Interview Expenses

Reasonable travel costs to and from interview will normally be reimbursed, if requested by the candidate.

## 5.6. Employment Offer

The choice of candidate will be determined by the majority view from the interview panel. The panel may identify a first and second choice candidate.

The successful applicant will be advised that they are the preferred candidate. A firm offer cannot be made until all pre-employment checks have been completed. A conditional offer may be made



pending DBS clearance (and/or a disqualification waiver being provided by Ofsted where relevant).

The preferred candidate should sign a DBS consent form which informs them of the requirement to produce the original DBS certificate if they have a DBS certificate which meets the portability criteria (see 10.3.1 in the Pre-Employment Checks Procedure) or in the event of a positive DBS disclosure where the Academy is carrying out a new check. This consent form also gives consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment.

The consent form also seeks consent for an online status check to be carried out in the event that the preferred candidate subscribes to the DBS update service

The DBS consent form can be found in the Pre-Employment Checks Procedure.

If the preferred candidate accepts the offer/conditional offer verbally a contract/conditional contract is formed and a provisional start date can be agreed. Offers will be confirmed in writing.

Once all pre-employment checks have been satisfactorily received, a firm offer of employment will be made and the contract of employment will be issued. The contract will be issued as soon as possible but in all circumstances within 8 weeks of employment commencing.

Full guidance on pre-employment checks, including assessing suitability in the event of a positive DBS disclosure or a positive disclosure on the Disqualification Declaration Form (where relevant), is contained in the Pre-employment Checks Procedure.

If the preferred candidate does not accept the post, the panel will consider the option of contacting the second choice candidate. This will only be done where this candidate meets the criteria for the role.

Unsuccessful candidates will be advised accordingly. All candidates will be offered feedback on their interview/selection.

In the case of both Joint Head of Academy and Deputy Headteacher appointments, it is a statutory requirement for the full Board of Trustees to approve the recommendation of the selection panel that their chosen candidate be appointed.

## 5.7. Induction and Probation

### 5.7.1 Induction

All teaching staff in academies who qualified after 7 May 1999 are required to have satisfactorily completed their statutory induction period.

All new employees, internally promoted staff and volunteers will be provided with an induction program, which will seek to ensure that they are clear about their job and feel secure about what they should be doing. Any training and development needs will be identified and supported appropriately.

Where applicable, Early Career Teachers will be subject to the Statutory Induction Period. See **Appendix H(i)** for more information and **Appendix H(ii)** for Induction Checklist.

### 5.7.2 Probation

A probationary period of 26 weeks applies to all newly appointed staff, except Early Career

Teachers to whom the Teachers' Statutory Induction Period is applied.

- In this academy, a new employee is defined as a new employee of Plume Academy Trust.

During the probationary period, new entrants will be expected to establish their suitability for the post. See the Probation Procedure for more detail.

## **5.8 Record Retention/Data Protection**

### **5.8.1 Selection Records**

Interview notes on all applicants will be retained for a 6 month period, after which time, these records will be destroyed (i.e. shredded). The 6 month retention period will allow the academy to deal with any data access requests and respond to any complaints raised at an Employment Tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the chair of the interview panel/ Joint Head of Academy within 6 months from the date of interview.

### **5.8.2 Personal File Records**

For the successful candidate, the following information will be retained and will make up part of the employee's personal file:

- Application form
- Selection paperwork (interview notes)
- SD2 (until DBS clearance is received, at which point SD2 should be removed and destroyed)
- Proof of identity
- Evidence of right to work in the UK and any supporting documents
- Proof of required qualifications
- Certificate of good conduct (if applicable)
- Completed pre-employment health declaration
- Evidence of medical clearance (from the Occupational Health Centre) if required
- DBS consent form (until DBS clearance is received, at which point form should be removed and destroyed)
- Evidence of the DBS or online status check (e.g. DBS certificate number and date but not the DBS certificate)
- Evidence of DBS Children's Barred List check
- Evidence of prohibition from teaching check, if applicable
- Evidence of S128 directions check if applicable
- Evidence of Completion of Statutory Induction (teachers only where applicable)
- Qualification certificates if appropriate
- Two professional references from former employers, one being current employer

Relevant evidence of pre-employment checks will be retained on volunteers, contractors and other workers as required by statutory guidance (Keeping Children Safe in Education).

Information will be collected, held and processed in accordance with the school's data protection policy and record retention schedule.

## 6. Engaging Volunteers

The academy values the contribution that volunteers make to its community and recognises the positive impact they can have on students' learning, experiences and wellbeing.

Volunteers are seen by children as safe and trustworthy adults and the same high standards of safer recruitment principles and processes are applied to volunteers as are applied to paid staff.

New volunteers undertaking Regulated Activity must be DBS checked - details of what constitutes Regulated Activity and guidance on what is not a Regulated Activity because it is done on a voluntary basis **and** is supervised are in the Pre-employment Checks Procedure. It is important to refer to this guidance as there is specific DfE Statutory Guidance on supervision.

Academies can choose to DBS check volunteers who are not undertaking Regulated Activity (in such cases a Barring List check will not be done). We require that all volunteers complete an SD2 form regardless of whether they will be undertaking Regulated Activity – see section 6.4

### 6.1 Interviewing Volunteers

Volunteers will be asked to have a discussion with the Joint Heads of Academy or other manager prior to commencing their role. This will not be a formal interview but will provide the academy with:

- an opportunity to explain the workings of the academy and how volunteers fit into that;
- time to ask volunteers for the factual information needed to make a successful placement including any safeguard checks;
- the opportunity to explore their suitability to work with children, including their motivation to work with children and their ability to form and maintain appropriate relationships and personal boundaries;
- an opportunity to determine whether any special health, safety and welfare criteria need to be met.

the volunteer with:

- the opportunity to find out more about the nature of the work;
- information to decide how best they can make a contribution, using their skills and experience;
- how much time they want to commit.

## 6.2 Application forms

Volunteers will be asked to complete a full application form. This provides the information necessary to undertake safeguard checks and to give a picture of the skills and experience the volunteers bring to maximise their contribution and the volunteers' own fulfilment in the assigned activities.

## 6.3 Role Profiles

Volunteers will be given a clear and simple description of the roles and boundaries of the voluntary activity.

See **Appendix I(ii)** for a model role profile

It is acknowledged that by its very nature, volunteering does not place the same obligations on an individual in terms of attendance etc. as a paid employee. However, it is very much hoped that volunteers will fulfil their commitment as agreed between themselves and the academy- this includes consistent attendance and undertaking the agreed tasks. Volunteers will be provided with an information sheet and may be asked to sign a voluntary agreement as clarification of the commitment they are making to the academy and vice versa.

See **Appendix I(iii)** for example Volunteer Information Sheet and **Appendix I(iv)** for example voluntary agreement.

## 6.4 Safeguarding checks

Certain safeguard checks must be undertaken on volunteers. These vary according to the frequency of the work.

More details on safeguarding checks and what constitutes Regulated Activity can be found at Appendix 6 of the Pre-Employment Checks Procedure.

### 6.4.1 Self-Disclosure form(SD2) and Disclosure and Barring (DBS) checks

All volunteers will be required to complete a self-disclosure of criminal records and those undertaking Regulated Activity will also be required to have a DBS and Barring List check and complete a DBS consent form.

Where no DBS check is undertaken (for volunteers not undertaking Regulated Activity) it will clearly not be possible to check the information given against a DBS check outcome. In these cases the SD2 should be scrutinised using the guidelines for making a decision to engage (in the Pre-employment Check Procedure). Once this has been done a note should be made that an SD2 was checked and the SD2 form destroyed.

***NB It is illegal for anyone who is barred from working with children to apply for, or work (including volunteering) in an academy to undertake Regulated Activity.***

## 6.4.2 References

At least two references will be required for all new volunteers undertaking Regulated Activity.

## 6.4.3 Disqualification Declaration Forms

In academy settings covered by the Childcare (Disqualification) Regulations 2009 volunteers who will be engaged by the academy to carry out any duties covered by the Regulations should also be asked to complete a Disqualification Declaration Form.

There is guidance in the Pre-Employment Checks procedure in the event that a volunteer makes a positive declaration.

## 6.5 Induction, information and training

All new volunteers will undertake a suitable induction programme. This may involve discussions with staff and some reading – for which assistance can be provided as necessary. It is essential that volunteers are familiar with key policies including the Code of Conduct, behaviour management, equal opportunities, safeguarding and health and safety policies. On-going guidance and training will be provided for volunteers that are relevant to the voluntary activity in which they are engaged, including the safe use of any work equipment, safe working environment etc.

## 7. Agency and other workers

It is expected that the same standards of safer recruitment will be applied by external bodies providing workers or volunteers to the academy.

External bodies will be required to provide written confirmation that relevant safer recruitment and other relevant pre-employment checks have been undertaken and this will be recorded on the Single Central Record. A copy of the written confirmation will be retained in a central file.

More details on safeguarding checks can be found at Appendix 6 of the Pre-Employment Checks Procedure.

All workers and volunteers will be required to provide evidence of their identity when first arriving on the premises and to sign in on each visit.

All workers and volunteers will be provided with an induction into key policies and procedures and everyone is expected to comply with these.

## Appendix A Recruitment and Selection Policy Statement

1. The Trustees are committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

and expect all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trustees recognise the value of, and seek to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We have robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or who does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
- receipt of satisfactory references\*
  - verification of the candidate's identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children (where applicable)
  - verification that you are not prohibited from teaching (where applicable)
  - verification of the candidate's medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification that you are not subject to any S128 directions preventing you from holding a management position within the academy (where applicable)
  - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted (for applicable Academy settings and for roles covered by the Regulations only).

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Trustees are committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of academy settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the academy (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision the Board of Trustees will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

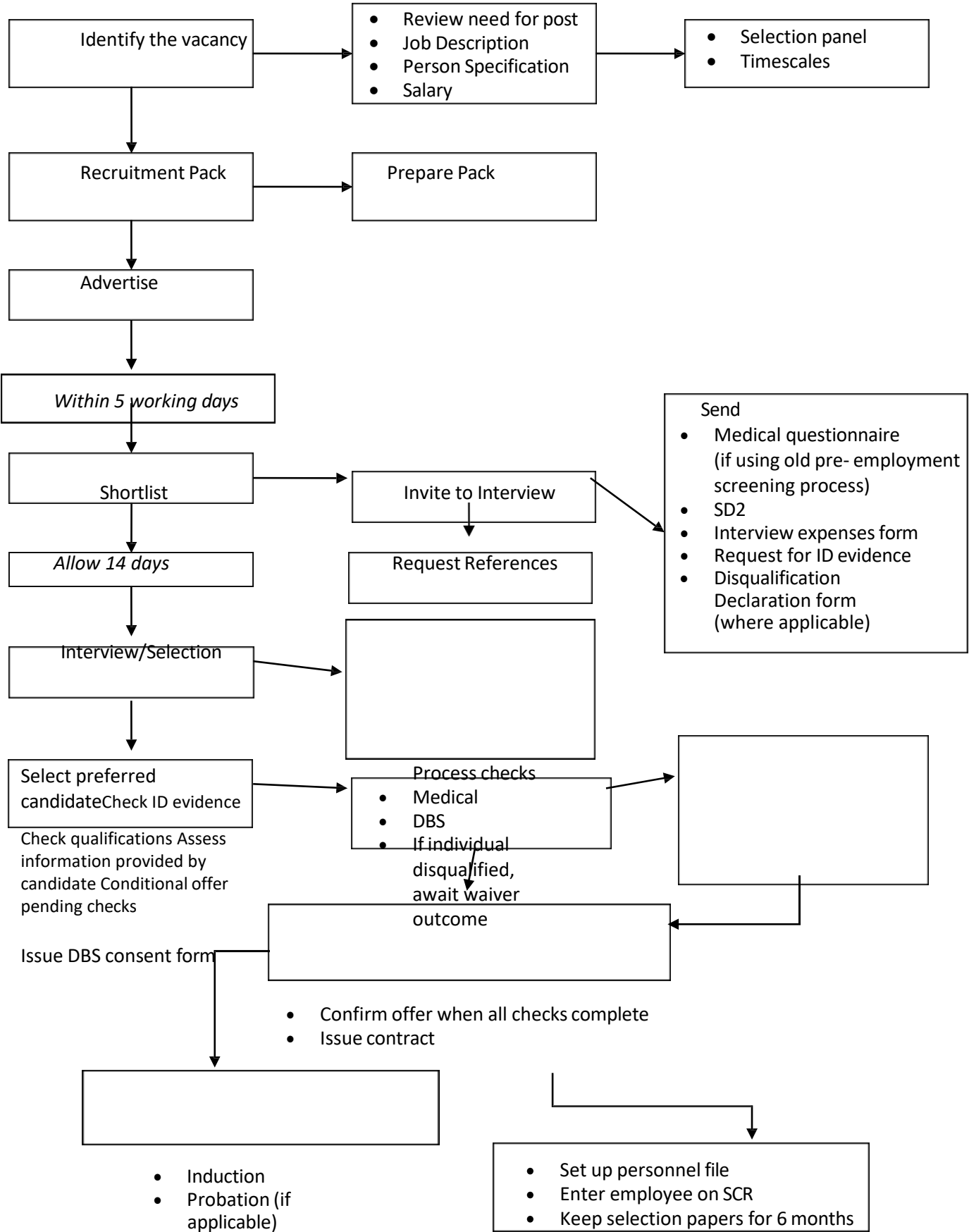
The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This academy is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:
  - to identify issues which call into question the applicant's suitability to work with children;
  - to verify employment history.Only information related the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.
9. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.



**Appendix B  
Summary of Recruitment Procedure**



## **Appendix C Resignation Dates**

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

### **Senior Leadership Team**

The latest resignation dates for Senior Leadership Team are as follows:

- 30 September for release at end of autumn term
- 31 January for release at end of spring term
- 30 April for release at end of summer term.

### **Teachers**

The latest resignation dates for other teachers are as follows:

- 31 October for release at end of autumn term
- 28/29 February for release at end of spring term
- 31 May for release at end of summer term.
- Exceptions may apply in cases of ill-health retirement.

### **Support staff**

Support staff on bands 1-3 must give notice of one calendar month.

Staff on band 4 must give notice of 2 calendar months.

Staff on Bands 5 and 6 must give notice of 3 calendar months.

Staff above Band 6 must give notice of 4 calendar months.

## **Appendix D Shortlisting**

All application forms should be scrutinised by the interview panel to ensure that they are fully and properly completed in line with the safer recruitment checklist; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete application forms should not be accepted and should be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified should be noted and where the applicant is shortlisted, should be discussed at interview. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting should be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting should be arranged within 5 working days of the closing date for the advertisement.

## **Appendix G(i) Interviewing**

### **1. Interviews**

The selection process should always include a face-to-face interview even if there is only one candidate. This provides the opportunity to explore any questions that arise from the application. The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children.

A suitable interview room and waiting area should be available taking into account the needs of any disabled applicants.

### **2. Planning the interview**

If candidates are given the opportunity to visit prior to interview, the panel must decide who will be available to greet candidates. It is advisable to select someone other than the outgoing post holder. It must also be decided whether any information gained about the candidate during this visit will be used as part of the selection process. Candidates should be informed accordingly. Internal candidates should be treated no differently from external candidates.

The format for the day(s) must be decided i.e. whether to have one or two days for the selection - this will be dependent upon the grade of the post. For senior appointments it is possible to use selection tools such as; in-tray exercises, group exercises, presentations, case study, role play, working with students, ability tests as well as the interview (see Appendix H for further clarification). Activities and exercises can highlight particular skills and attributes in candidates. Specific exercises can be used to gather information on interpersonal/communication, analytical, decision making and self- management and leadership skills.

The interview panel should meet prior to interview to agree the above and to:

- reach a consensus about the required standard for the job to which they are appointing;

- consider the issues to be explored with each candidate and who on the panel will ask about each of these issues;
- agree their assessment criteria in accordance with the person specification.

### 3. **Involving students**

Involving students in the recruitment and selection process in some way, or observing short-listed candidates' interaction with students is common, and recognised as good practice. There are different ways of doing this, for example, candidates for teaching posts might be asked to teach a lesson; short-listed candidates might be shown round the academy by students and a trustee or senior member of staff, and/or meet with students and staff.

It is important to ensure that candidates are supervised at all times and are never left alone with students.

#### 4. Interview Questions

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

It is acceptable to ask different supplementary questions of candidates based on their application and responses.

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

In addition to assessing and evaluating the candidates' ability to perform the duties of the post, the interview should also explore issues relating to safeguarding and promoting the welfare of children including:

- the candidate's attitude toward children and young people
- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline
- his or her ability to support the academy's agenda for safeguarding and promoting the welfare of children and understanding of child protection issues
- previous experience of working with children especially the age group relevant to the job.

Other issues that should be covered include:

- gaps in the candidate's employment history and a satisfactory explanation sought
- reasons for any history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work
- other concerns or discrepancies arising from the information provided by the candidate and/or a referee
- have a preliminary discussion regarding any declarations made on the SD2 form and/or Disqualification Declaration Form (where applicable)
- the panel should also ask the candidate if they wish to declare anything in light of the requirement of an enhanced DBS disclosure
- if for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare or discuss in light of the questions that have been (or will be) put to his or her referees.

#### 5. At interview

On arrival a member of the interviewing panel or an appropriate member of staff must verify that the documents the candidate has been requested to provide are original and take a photocopy. For the successful candidate these should be retained in the personnel file and recorded on the academy's single central record of recruitment vetting checks.

For unsuccessful candidates this will be kept with the recruitment paperwork for six months, before being destroyed.

During the interview the chair of the interviewing panel should explain:

- the interview structure, including the fact that the panel will be making notes during the process
- provide important details of the post, including number of hours per week, weeks per year (if this is a support staff post) and salary details.
- when the candidate can ask questions
- close the interview and explain the next stage i.e. when the candidate will be notified of whether they have been successful.

The chair will also be responsible for overseeing the discussion in the decision-making process to ensure that only relevant, justified points are considered and that these are supported by evidence.

It is important to keep the interviews to time. Interviews invariably take longer than expected so it is important to allow sufficient time for each candidate. Extended interviews are often counter-productive for both the candidate and the panel.

It should be remembered that applicants are entitled to have access to all interview notes made (about themselves) which must be retained as part of the record of the interview. It is important therefore to avoid making personal comments on the interview notes. All interview notes must be retained for six months, after which they should be destroyed.

## **Appendix H(i)**

### **Induction**

Once an employee commences work it is important to initiate an effective induction process which will mean that new staff are clear about their job and feel secure about what they should be doing. They should be informed about the aims and values of the academy and how they can contribute to its mission.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and supported. If their training and development needs are taken into account and they are well supported with clear information they will quickly get 'up to speed' and begin to make a real contribution to the role.

If induction is poorly planned and executed a new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job and the academy.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children should be monitored. It is important to ensure that new employees understand and abide by the academy's policies and follow guidance given by experienced and senior staff.

It is important to ensure that induction training for all new staff includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. It is also important to ensure the employee has a good understanding of acceptable and appropriate conduct with pupils, and is made aware of the academy's confidentiality and code of conduct policies.

For safeguarding purposes and to promote the welfare of children the induction programme should also include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, Health & Safety, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures
- safe practice and the standards for conduct and behaviour expected of staff and students in the establishment (Code of Conduct)
- how and with whom any concerns about those issues should be raised
- other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

The programme should also include attendance at safeguarding training appropriate to the person's role.

All new staff should be made aware of the content of all academy policies and procedures. It is advisable to list all the essential policies/procedures on an induction checklist or similar (see Appendix Lii.) which the employee signs thereby confirming that they have been made aware of and have read these key documents.

## **Appendix I(iii) Information for Volunteers**

Welcome to Plume Academy. We would like you to know that we greatly value the time volunteers give. Volunteers are a great asset to the team and can play an important role by offering commitment, energy and enthusiasm to a wide range of activities, both inside and outside the classroom.

As volunteers will be in a position of trust we expect them to maintain strict confidentiality at all times in accordance with the confidentiality policy.

We are committed to providing a safe environment and expect all staff and volunteers to share in this commitment. All academies have a statutory duty to safeguard and promote the welfare of the children in its care. Safeguarding is about protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances that enable children to have optimum life chances and enter adulthood successfully.

It is illegal for anyone who is barred from working with children to apply for, or work/volunteer to undertake Regulated Activity.

We will carry out other safeguarding checks on volunteers. You will be asked to supply us with a reference(s), proof of identification and to complete a self-disclosure form (SD2).

A full Disclosure and Barring Service (DBS) check and a signed DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for the voluntary role will be required for volunteers undertaking Regulated Activity and may be required for those not undertaking Regulated activity.

The consent form also seeks consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

We would invite volunteers who are to work regularly to be interviewed. This is an opportunity to explain the workings of the academy and how we could best benefit from your skills and also provide an opportunity for you to ask any questions.

All new volunteers will undertake an induction programme, and on-going training will be provided wherever relevant to the activity in which the volunteer is engaged, including the safe use of any work equipment, etc.

As part of the induction you will be asked to familiarise yourself with key policies and procedures particularly those on:

- Safeguarding and child protection
- Equality and Diversity Policy
- Health and Safety.
- Behaviour Management
- Code of Conduct (including whistleblowing).



You will be assigned a key link person who you can go to if you have any concerns or queries about any matter. Volunteers, like all staff, are expected to report to their link person any issues, whether they experience them or witness them, which they feel concerned about.

Whilst we appreciate the voluntary nature of your commitment, for the smooth operation of the academy and to minimise disruption for students, we do ask all volunteers to fulfil their commitment as agreed between themselves and the academy. This includes consistent attendance where that is a requirement of the voluntary activity and undertaking the agreed tasks. Volunteers are provided with a Role Profile setting out the key duties of the role and will be asked to sign Volunteer Agreement confirming their acceptance of the commitment

*Enclosures (delete as applicable)*

- *Application Form*
- *SD2*
- *DBS consent form (as applicable)*
- *Volunteer Agreement*
- *Details of the academy day*
- *General statements/information on safeguarding and other policies. Policies and Procedures should be covered in detail at induction)*

**Appendix I(iv) Model Volunteer Agreement**

<b>Model Volunteer Agreement</b>	
<p>This document sets out the agreement between the named person and the academy for voluntary work. This agreement is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future.</p>	
Academy:	
Name of volunteer:	
Agreed start date, frequency/duration, general area(s) of work: <i>(attach role profile)</i>	
Induction and training to be supervised by:	
Academy link person:	
Executive Principal signature:	Date:
Volunteer signature:	Date:

Enclosures (delete/supplement as applicable)

- *Details of the academy day*
- *General statements/information on safeguarding and other policies. (Policies and Procedures should be covered in detail at induction)*