

## Policy for Safer Recruitment

Adopted from LBC Policy

### INTRODUCTION

Luton is a diverse, multi-cultural community, and all Schools\* within Luton are committed to promoting equalities and celebrating diversity and inclusion.

No person seeking employment within a School will be treated less favourably than any other person or group because of their:

- Age
- Disability
- Ethnicity
- Gender
- Gender reassignment
- HIV Status
- Marital status
- Sexuality
- Religious belief

The School is committed to appointing the best person for the job. Employing the right person for the job is critical to the success of delivering the best education to the children of Luton. However, it is essential that the right person is recruited following safer recruitment practices and procedures. The Equal Opportunities Policy can be found in Appendix 1.

The measures described in this policy should be applied in relation to everyone who works in the school when there are children under 18 years of age and who is likely to be perceived by the children as a safe and trustworthy adult. 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 a 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 setting. This includes workers not on the payroll, e.g. staff employed by contractors, and unpaid volunteers.

The success of a safer recruitment process is dependent on the school's recognition and consequent rejection of potentially unsuitable applicants before or at the interview. Any approach that undermines this process (either by failing to focus on behaviour and attitudes or by failing to reject applicants who are unsuitable) is potentially supporting abuse.

The purpose of this document is to describe the recruitment and selection process and to provide a set of operating guidelines for hiring employee's in Schools. This policy sets out the minimum requirements of the recruitment process that aims to:-

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children and young people
- identify and reject applicants who are unsuitable for work with children and young people

This policy should be used in conjunction with the 'Further Guidance for Recruitment and Selection for Employees within Schools\*'. This policy looks solely at safer recruitment in circumstances involving children and young people.

This policy should be used in conjunction with the school's policy for Safeguarding which details child protection procedures.

The safeguarding statement that is relevant to all posts within Schools is:

"the School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".

## **START OF RECRUITMENT PROCESS AND PREPARATION**

The recruitment process is usually initiated by a resignation - but not always. A vacancy can be created by additional source of funding becoming available attached to a specified role, or can become necessary due to increased workload requiring additional resources.

In the case of a vacancy created by a resignation, it is often tempting to fill the post on a like for like basis. However, opportunity should be taken to review

- the necessity for the post;
- relevance and appropriateness of the job role;
- whether certain aspects can be used to enrich the role of existing post holders;
- whether the role could be performed in another way - e.g. through enhancing IT, or by job sharing, part-time working etc.

This review will take into account the developments within the School Development Plan, the known and anticipated challenges for the school and financial projections.

One source of very valuable information can be the post holder who is resigning, through conducting an exit interview. An exit interview template can be found in Appendix 2. In the school situation, governing bodies should establish who would normally be responsible for the exit interview. This could be conducted by the Head teacher, a senior teacher or a school governor but the final decision as to who should conduct it should belong to the employee.

## **PLANNING AND PREPARATION**

A well planned and structured recruitment process ensures the best chance of recruiting the best person for the role, and ensures that any information that could be important in determining whether someone is safe to work with children is not missed.

It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post.

It is important to note that the recruitment process from advertising a post to a new recruit starting work, can take at least 12 weeks. Every post must have an up to date job description, which clearly defines the responsibilities of the job. Job descriptions and person specifications should be sent to Luton Borough Council HR Department to be evaluated.

A safer recruitment checklist is available in Appendix 3 as a tool to guide schools through the process and should be used in conjunction with the information contained in this section.

## **FORMING A SELECTION PANEL**

The school's governing body will determine the delegation of roles and responsibilities for recruitment. In normal circumstances the governing body should delegate the responsibility for all staff appointments, other than the Leadership Group, to the head teacher (School Staffing (England) Regulations 2003). Governors may support the head teacher in the process. The selection panel should comprise a minimum of preferably three individuals (except in the case of a head teacher for whom the model procedure is laid down in Chapter 2 Section 3).

Staff involved in the selection of adults who work with children should undertake safer recruitment training and have regard to the publication 'Safeguarding Children and Safer Recruitment in Education' which came into force 1<sup>st</sup> January 2007. The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that from January 2010, no recruitment panel is able to recruit staff in school unless a member of that panel has successfully completed CWDC Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.

The panel should be agreed in advance of short listing and should be involved at both short listing and interview stages. Panel members should be aware of the need for confidentiality throughout the process.

The schedule should allow adequate time for the panel to assess and score each candidate at every stage. If candidates have been made aware of interview dates via the advertisement or recruitment pack, and subsequently find that the date offered is not convenient, the panel is under no obligation to offer an alternative date. However, if attendance becomes impossible due to illness or for another substantial or unavoidable reason the panel may wish to accommodate a request for an alternative date.

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up. The panel cannot therefore, agree in advance an exhaustive list of questions for each candidate from which they will not deviate from.

## **JOB DESCRIPTIONS**

When the decision has been taken to fill a vacancy, writing or reviewing a job description is the first task. It will give a clear and precise definition of the post, its main responsibilities (which have a clear result or outcome and which the job holder is responsible for achieving) and the context in which it operates. A template job description is contained in Appendix 4.

### **Safeguarding Children Statement**

This statement clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled. (N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.) Research confirms that unsuitable applicants will be deterred if they believe an organisation is alert to safeguarding issues and has appropriate policies in place.

This will also include the school safeguarding children policy statement, which incorporates a DBS statement Appendix 5.

## **PERSON SPECIFICATIONS**

Deriving a person specification is a critical part of the process of recruitment and selection as it provides the basis for the advertisement, short listing, interview questions and the use of other selection methods and the final decision between candidates. It can also be used for the purpose of performance appraisal and determining training and development needs. It is therefore essential that the person specification is accurate and reflects what is actually needed to perform effectively the role as described in the job description. It is also critical that the person

specification is not discriminatory. Specifically, care must be taken to avoid unintentional contravention of laws concerning Human Rights, Equality Act 2010.

The job description forms the basis of the person specification. There should not be any criteria contained within the person specification that are not clearly required to meet the accountabilities in the job description. Having produced an accurate job description, the next step is to identify the knowledge, skills, experience and abilities needed to fulfil each of the principal responsibilities and then to summarise these into the headings within the person specification. A person specification and how to complete each section can be found in Appendix 6.

### **Equality Issues**

At least one criteria within the person specification is expected that at least one criteria is included for every post.

### **Measuring and Testing Against Criteria**

In order to give complete clarity and transparency to the process it is good practice to include against each of the criteria at the application stage how the assessment will be made. Some criteria may be tested by a combination of two or more methods, for example:

- Interview
- Tests or practical exercises
- Presentation
- Technical Tests
- In-Tray exercise
- Group exercise
- Personal interviews for posts with access to children
- Lesson observations

Candidates should be told in advance of the type of test they are expected to take.

### **POSITIVE ACTION**

Positive Action describes action which can be taken legally which aims to produce a workforce that is balanced in all respects, i.e. at all levels of an organisation both men and women, people with minority ethnic backgrounds and the disabled are represented consistent with their proportions within the local community. Positive action is not positive discrimination which is illegal - positive discrimination would be appointing to a post because the candidate was, say from a minority ethnic community and not because that person was best for the job.

The relationship between positive action and operational need in schools is very close. One form that positive action takes is including the requirement for oral and/or written competency in a specific language.

If there is under-representation of these groups in your school, then you can encourage applications from individuals within them in your advertising. In practical terms, under-representation in this context means for schools in Luton, if your workforce comprises less than 20% of employees from the visible ethnic minorities, and less than 50% men you may use positive action in advertising to positively encourage applications from the under-represented group.

Standard wording to apply is:

‘We particularly welcome applications from women and/or people from ethnic minorities who are under-represented in our school’. As laid down in Section 38 RRA (1976) and/or Section 48 of SDA (1975) applies.

## **THE ADVERTISEMENT**

The aim of the advertising process is to attract the maximum number of applicants who have the necessary skills and experience to be able to perform the role effectively, but to help deter unsuitable people from applying for the job from the outset. What is said in the advertisement and where it is placed will have an important bearing upon the response elicited.

To ensure equality of opportunity it is the school's policy to advertise all posts externally unless the following circumstances apply such as:

- They are or may potentially be redundant employees with appropriate skills within the school.
- The school is re-organising, amalgamating or enlarging (excluding Headteacher, or deputy Headteacher posts, which must always be advertised nationally).
- A post has been occupied in a temporary or fixed term capacity for more than one year and the post is continuing on a permanent basis.

The School Standards and Framework Act requires all teaching posts to be advertised if the duration of the post exceeds four months and all Head teacher and Deputy Head teacher posts must be advertised nationally.

### **Writing the Advert**

An advert must:

- present a positive image of the school, selling both the job and the school.
- portray a clear and accurate description of the post
- be clearly written
- be drawn directly from the job description and person specification
- be free of bias and discrimination
- Job title
- Location
- Salary and hours (include pro rata salary)
- How to apply

The advertisement must include a statement in bold about the employer's commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful applicant to undertake a criminal record check via the DBS, and that all relevant checks will be undertaken to ensure suitability of employment. In this way, a school can present an unequivocal message leaving no room for misinterpretation. In emphasising the school's commitment to safe guarding children, these statements should serve as a deterrent to abusers.

The advertisement forms part of the contract of employment, therefore accuracy is critical and attempts to 'oversell' the post may be misleading and result in a dissatisfied employee and problems with retention.

### **Placing the advertisement**

As far as possible, advertisements should be placed where they will reach the widest appropriate audience. This could include:

- vacancy bulletin
- local press
- national press
- professional journals
- ethnic minority/disability press
- Internet
- local radio
- community centre, churches, mosques and temples
- job centres
- libraries

## Placing adverts through the local authority

Press advertisements should be sent to the HR Administration Team for Schools by Monday 5 o/c for appearance in the bulletin, and press the following week. On-line advertisement should be sent to the HR Administration Team for Schools, providing them with 5 working days' notice. Wording of advertisements will be checked for any equality implications.

If you require any guidance on how to write an advert, where to place it or artwork and design contact the HR Administration Team for Schools who will be happy to assist schools.

## THE SAFER RECRUITMENT PACK

This represents a further opportunity to promote a positive image of the school and the post to potential applicants and highlights the school's commitment to safeguarding children. All applicants should receive identical packs which should include as a minimum:

- job description
- person specification
- application form and explanatory notes about completing the form
- any relevant information about the Local Authority/establishment
- a description of the recruitment and selection process, (including the interview procedure and dates)
- statements of relevant policies such as the authority/school's policy about equal opportunities, the recruitment of ex-offenders, etc.
- the school's Child Protection Policy Statement;
- a statement of the terms and conditions relating to the post;
- return details

In addition the following should be considered as inclusions:

- relevant background information.
- the quality of School Structure
- School Plan
- School Brochure

A Candidate Recruitment and Selection Process Information Sheet can be found in Appendix 8.

## Application Form

An application form must be submitted by all applicants prior to short listing. A statement confirming that the application form must be completed in full before it can be considered should also be included which states that an incomplete application form or a form containing gaps in the information provided may be returned for completion before it can be considered.

Identical procedures should be followed for internal and external applicants

You must not accept any other form of application e.g. CV's.

## REFERENCES AND REFEREES

The purpose of seeking references is to obtain objective and factual information to support appointment decisions and the use of a reference pro forma can help to achieve this. Two references should be taken up before interview for the short listed candidates including internal ones. This will ensure that any issues of concern the references raise can be explored further with the referee, and/or taken up with the candidate at interview.

Referees should be supplied with a copy of the job description and person specification for the vacancy and asked to comment on the applicant's suitability in relation to it. Referees may be contacted by telephone and invited to submit written references.

Requests for references should seek to obtain objective verifiable information and not subjective opinion. The use of reference pro formas can help achieve this. **The pro forma reference does not ask any questions related to sickness absence as a result of the Equality Act 2010.** However, once the successful candidate has been offered the post a further reference request seeking sickness absence information only can be sent to the references. The pro forma can be found in Appendix 9.

References must be from the current or most recent employer. However, if the applicant is not currently working with children but has done so in the past, an additional reference should be obtained from the employer by whom the person was most recently employed in work with children.

## SCRUTINISING AND SHORT LISTING

Scrutinising and short listing should be carried out by all members of the selection panel and is one of the most vital stages of the safer recruitment process. It can be particularly susceptible to poor judgement. Poor decisions made at this stage may be detrimental both to the school and to applicants therefore sufficient time will need to be given to conduct this part of the process thoroughly. It is unacceptable to leave this evaluation of a candidate's application to the five minutes before the interview starts. Human judgement is fallible. It is wiser to check the facts first. A Scrutinising Record Template can be found in Appendix 10.

The panel should be supplied with all applications up to and including the closing date. It will be at the panel's discretion as to whether late applications are accepted. The panel should not receive any equality data relating to applicants.

All applications should be scrutinised to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted and should be returned for completion.

To ensure a fair and equitable procedure, and to ensure that the appointed candidate is suitable to carry out the duties and responsibilities of the post, all candidates should be assessed equally against the criteria contained in the person specification, without exception or variation.

Once received, information provided on references should be crosschecked with information provided on the application form to ensure that it is consistent. Any discrepancy in the information should be taken up with the applicant. References should also be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate. Any discrepancy in the information should be taken up with the applicant.

Open references e.g. that begin with 'To whom it may concern' or are provided as part of the application should be queried with the applicant and subsequently rejected.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised are

less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily. A history of repeated concerns or allegations over time is also likely to give cause for concern.

In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

Where a reference has not been obtained on a preferred candidate before interview, it must be ensured that the reference is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

Assessment of the applicant's suitability to work with children can only be done by considering a person's attitudes and motivation, as far as this can be assessed from the information supplied by the applicant at this stage. Any concerns should be explored and clarified at interview and cross-referenced with other checks.

The recommended method for undertaking the short listing process is included in Appendix 11. This method involves each candidate being assessed against each essential criteria in the person specification on the following basis.

- 0 - Does not meet the criteria
- 1 - Insufficient information on application to rate
- 2 - Appears to meet requirement
- 3 - Definitely meets requirement.

Candidates who scores 0 against an essential criteria cannot be short-listed.

In some instances, individual criteria may be deemed by the panel to be of sufficient importance that they should be weighted against other criteria for example to score twice the points of other criteria. This must be agreed prior to short listing and continued into the interview stage.

At the end of the short-listing process, the product will be a list of applicants who meet or appear to meet all essential criteria. It will not be possible to interview all applicants; therefore, the panel should interview the highest scoring applicants only.

### **Short listing Candidates with Disabilities**

Luton Borough Council operates a Guaranteed Interview Scheme (GIS) whereby it commits to shortlist candidates with a disability who meet the essential criteria. This constitutes legal positive action aimed at increasing representation of employees with disabilities in the workforce. Schools are urged to adopt this approach and further details are available from the HR Team.

### **Other Checks before Interview**

If a short listed applicant claims to have some specific qualification or previous experience that is essential to the post. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer or by requesting evidence of the qualification.

## **SELECTION METHODS**

At the time of short listing, the panel must decide upon the components of the selection process. This will always include an interview and may include other job related tasks and tests. All these components must produce information which will enable panel members to make an assessment of candidates against the person specification. It is common and good practice for candidates to be invited to visit schools prior to the selection process or receive a tour on the day.



## **Preparing Questions**

Questions must relate to the person specification, and elicit information that is relevant and measurable. You are more likely to get meaningful information from candidates if the questions are grouped in an organised way.

Competency based interviewing is the recommended approach to asking interview questions which should maximise the amount of information available to the panel about each candidate. It is essential that factual notes of responses given are made by each panel member.

Some example questions around Child Protection are:

### **Motivation for working with children**

This should cover:

- Self-awareness /knowledge and understanding of self
- Interconnection between self and professional role

Questions could be:

What do you feel are the main drivers, which led you to want to work with children?

### **Emotional resilience in working with challenging behaviours**

This should cover:

- Consistency under pressure
- Ability to use authority and respond appropriately
- Ability to seek assistance/support where necessary

Question could be:

Tell me about a time when you have been working with children when your authority has been seriously challenged. Follow up with - how did you react? What strategies did you employ to bring things back in course? How comfortable were you with the situation?

### **Values and ethics**

This should cover:

- The ability to build and sustain professional standards and relationships
- Ability to understand and respond to other people's opinions
- Ability to contribute towards creating a safe and protective environment

Questions could be:

What are your attitudes to child protection? How have these developed over time? What are your feelings about children who make allegations against teachers and staff?

### **Safeguarding Knowledge and Understanding**

Questions could be:

What is the safeguarding policy in your workforce?

Follow up with – How is it monitored? What steps have you taken to improve things? Give me an example of when you had safeguarding concerns about a child?

Follow up with – What did you do? Who did you involve? What was the outcome?

## Invitation to Interview

A model template letter can be found in Appendix 12.

A copy of the documents used to verify the successful candidate's identity and qualifications must be checked, endorsed and kept on the personnel file. Any foreign language documents must be accompanied by an authorised translation.

If these documents are not produced at the interview, it is the school's discretion whether the interview is suspended until these documents can be produced. If the interview is not suspended, the school must ensure that these documents are produced and scrutinised before a firm offer of employment is made.

The original documents should be photocopied on the day of the interview so that candidates can take them home with them. These photocopies should then be endorsed and retained on the individual's personnel file and a further copy sent to the HR Team.

The panel will agree a chairperson for the purposes of conducting the selection procedure and the structure is likely to comprise the following steps:

- welcome, introductions, explanation of the structure of the process, information about the post if relevant;
- request original documentation for identity and proof of eligibility to work in the UK purposes together with original copies of relevant qualifications.
- deliver agreed questions, commencing with an open, general question to encourage candidates to talk;
- provide an opportunity for the applicant to ask questions;
- give information about the next steps.

All relevant paperwork should be to hand (application form, references, prepared questions, interview grid etc.) in a form that can be easily referred to.

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people through careful questioning.
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history.
- whether the candidate wishes to declare anything in light of the requirement for a DBS check.

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/discuss in light of the questions that have been (or will be) put to his/her referees. (It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work).

## Danger Signs

Individuals unsuited to working with children may show one or more characteristics that can be viewed as possible 'danger signs':

- The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority.
- There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds.
- There is a tendency to view children and young people in idealised or romanticised terms.
- They may appear dogmatic, autocratic, arrogant or over-confident.
- There appears to be an over-identification with young people, and a lack of appropriate intimate or supportive relationships with other adults.

A 'best practice' system for marking candidates through the selection process is attached as Appendix 13. The following scoring system is included:

- 1 poor
- 2 fair
- 3 average
- 4 good
- 5 excellent

These assessments are to be made relative to each criteria as it applies to the post. This is not intended as a mechanism to be applied strictly, which may then not recognise unanticipated but equally relevant responses, but as a helpful aide memoir.

Panel members should make individual assessments of each candidate immediately after the interview has taken place, i.e. between interviews. Information gained about candidates through other means, e.g. tests and tasks set, should be used only to inform the marking process against the criteria. Assessments of other skills and qualities which the candidate may or may not possess which come to light via those other means must be regarded as irrelevant.

Where an interviewee has a disability it may have direct relevance as to their ability to do the job or parts of the job. Under such circumstances, it would not be unlawful to explore whether that individual's disability would have a substantial impact on their ability to do the job and to establish the need for any adjustments. The candidate should be assured that this discussion will not preclude them from full consideration for the job.

After all information has been gathered through the selection process, panel members will, through the sharing of their scores and by discussion, arrive at a view as to who is the best candidate, noting reasons for rejection of other candidates. Comprehensive sets of notes are critical because they may be required for inspection or for evidence at an Employment Tribunal. The notes should demonstrate whether a criterion was or was not met by each candidate and why. The panel will agree a composite score as a record of their decision and the successful candidate will be that which scores highest against the essential criteria. The desirable criteria will be called in to play where there is a dead heat score on two (or more) applicants on essential criteria.

### **Involving Pupils**

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff. A school adult should be present at all times. Care should be taken to ensure that each candidate enjoys conditions which are as similar as possible, e.g. in terms of age, range of abilities and behavioural standards of pupils.

### **Post Interview**

Once the decision is made, in order to inform the preferred candidate of the status of their application, a letter may be sent out stating that subject to outstanding checks, the post may be offered to them and that the school will contact them when the checks have come through.

The following **copies** of the successful candidate's documentation should be sent to the HR Team for their records:

- candidate's proof of identity document
- candidate's proof of eligibility to work in the UK document
- qualifications
- application form
- references (Headteacher Only)
- interview forms (Headteacher Only)
- scrutinising record (Headteacher Only)
- signed contract (once returned by the candidate)

## **Conditional Offer of Appointment: Pre Appointment Checks**

A firm offer of employment should only be made when all checks have been satisfactorily completed and no offer letter should be sent which does not specify these terms, should there be any checks outstanding.

Issuing an offer of appointment to the successful candidate before the contract is sent out is a good practice measure as it ensures the preferred candidate is informed in writing in the interim, thereby promoting a positive, professional image of the school and ensures the candidate is kept up to date.

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received)
- verification of the candidate's identity and proof of eligibility to work in the UK (if that could not be verified at the interview) by original documentary evidence, preferably including a photograph.
- a check of Children's Barred List and, a satisfactory DBS Disclosure. (N. B. It may not be possible or productive to undertake these checks in respect of people who are resident overseas, and have not previously lived in the UK. A letter of good conduct from their country of origin should be supplied).
- verification of the candidate's medical fitness
- verification of qualifications from documentation brought to interview (if not verified after the interview);
- verification of professional status where required e.g. Teaching Agency registration, QTS status (unless properly exempted), NPQH;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); unless they are an NQT and,
- (for non-teaching posts) satisfactory completion of the probationary period if coming from another Luton maintained school and will therefore have continuous service.

A template conditional offer letter is attached in Appendix 14.

If two satisfactory references are not received and the individual has started work the offer cannot be withdrawn even if the contract stipulates that the offer is 'conditional'. In this case, a dismissal procedure would need to be invoked. Please contact the HR department to seek assistance. This is another good reason why it is important to obtain satisfactory checks before the successful candidate starts their employment.

Where:

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

The facts should be reported to the police and/or the DBS. Assistance can be found in Appendix 15.

### **DBS's**

The safeguarding of children and young people is paramount, and the school is fully committed to the rigorous implementation of the DBS requirements. It is a statutory requirement that all new appointments to the school's workforce must have an enhanced DBS Disclosure under the School Staffing (England) (Amendment) Regulations 2006. This includes those recruited to the school from overseas, where additional checks will also be made. There is also a requirement under the regulations for schools to keep a single, central record detailing a range of checks carried out on their staff.

All staff employed at the school and all regular parent and governor helpers that are unsupervised should have an up-to-date DBS Enhanced Disclosure prior to taking up their post or role. Enhanced Disclosures show spent and unspent convictions and cautions. The police may also provide details of acquittals or other non-conviction

information held on local police records which are relevant to the job or role being sought. The DBS states that a criminal record can start as early as the age of 10 years. The Policy of Recruitment of Ex-Offenders can be found in Appendix 16.

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

The School makes every subject of a DBS Disclosure aware of the existence of the Council's Policy for Criminal Record Bureau Disclosures.

### **Current Employees in post pre May 2002**

Employees appointed prior to May 2002, when CRB (now DBS) was first introduced, will not have a Disclosure. A disclosure will not be sought unless there is a concern about the individual, or they commence a new role which requires a DBS, or a DBS at a different level.

### **School Governors**

School governors are not required to have an Enhanced DBS, unless they are engaged in school activities which mean that they have regular, unsupervised access to children (e.g. school trips, classroom support).

### **Portability of Disclosures**

From the 15<sup>th</sup> June 2013, applicants can now register new disclosure certificates for the update service. This means that a check can be carried out on the disclosure to ensure that it still up to date and valid. The disclosure could be from another registered body.

The Local Authority does not allow portability of any other disclosures where these were issued prior to the 15<sup>th</sup> June 2013 or where the applicant has not registered for the update service, unless the disclosure is with the Local Authorities registered body.

### **Decisions on DBS Disclosures for Prospective Employees**

When a disclosure report reveals information, the DBS Team will confidentially discuss this with the Headteacher.

In all cases a meeting must be held between the Headteacher and the applicant, and the positive risk assessment completed.

A brief note of the discussion must be completed, by the Headteacher, during the meeting. A document is found in Appendix 17.

### **Suggested questions:**

- 1) Do you dispute the accuracy of the information disclosed? *If yes they need to be advised to contact the DBS*
- 2) Can you tell me about your offence(s)
- 3) How did you feel about them at the time?
- 4) How do you feel about them now?
- 5) How can I be sure that you are no longer a risk?
- 6) How is your life different now?

Both the applicant and the Headteacher must sign the declaration.

**Headteacher must to complete the remainder of the form in Appendix 18 after the meeting.**

**Points to Consider:**

**Relevance**

Whether the conviction or other matter revealed is relevant to the position for which they are being considered

**Seriousness**

The seriousness of any offence or other matter revealed

**Age of offences**

The length of time since the offence or other matter.

**Pattern of offending**

Whether the applicant has a pattern of offending behaviour or other relevant matters

**Changed circumstances**

Whether the applicant's circumstance have changed since the offending behaviour, the circumstances surrounding the offence and the explanation(s) offered by applicant

The Headteacher must make a decision on whether to clear the DBS based on the meeting, risk assessment, and the outcome recorded.

**If the decision is not to clear the DBS please speak to an HR Advisor before any further action is taken.**

Authorisation of the outcome decision must be signed by Headteacher. An email needs to be sent to the DBS team to notify them of the decision, and a copy of this assessment sent which will be stored securely on the applicants HR file.

**Offences ruling out appointment**

Some offences will preclude appointment. Each case will be considered on its own merits, taking into account the nature of the offence and the vacancy for which the person has applied.

The final decision falls to the Headteacher.

Further guidance on DBS Disclosures which reveal convictions, cautions, bind-overs and reprimands can be obtained from the DBS Team.

**Contractors & Agencies**

The School will ensure adherence to this policy in the selection of contractors. In addition the School will ensure that other agencies employed to provide services to and on behalf of the School, have in place a similar policy/guidelines that complies with ISA, the DBS Code of Practice, CSCI and Safer Recruitment Practices.

Supply agencies are required to guarantee that candidates put forward have been properly and fully vetted in line with DCSF safer recruitment guidelines, and other relevant and regulatory guidance.

Where necessary the School will require evidence that contractors and other agencies meet the requirements of this Policy.

**Data Protection**

The School and its employees comply fully with its obligations under the Data Protection Act, DBS Code of Practice and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

## **Storing Disclosure Information**

DBS Disclosures are always kept separate from an individual's personal file and in lockable storage containers. Confirmation of the outcome of a DBS Disclosure (Satisfactory) is retained on the personal file and recorded on the Council's computerised personnel information system.

The DBS guidance states that Disclosure certificates are destroyed as soon as possible with a maximum retention period of 6 months from receipt of Disclosure. This applies to Satisfactory or Unsatisfactory Disclosures.

In exceptional circumstances it may be necessary to keep disclosure information for longer than this, in these cases the DBS Supervisor will ask the DBS for permission to do so.

## **Access To Disclosure Information**

In accordance with Section 124 of the Police Act 1997, Disclosure information is strictly controlled and passed only to those who are authorised to receive it in the course of their duties. Access to computerised DBS records is strictly controlled.

Luton Borough Council and the School recognises that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Luton Borough Council and the School will ensure that all disclosure information is destroyed as confidential waste.

## **Checks on Overseas Applicants**

Children's Barred List, and where appropriate DBS checks should be completed on employees from overseas unless it is verified that the applicant has not previously lived in the UK. If that is the case, the checks will serve no purpose because the individual will not have a criminal record in this country and will not appear on Children's Barred List or the Children's Barred List. Therefore, we advise that you check overseas applicants once they have completed 6 months in post..

In all cases where an applicant has worked or been resident overseas in the previous five years, a check should, where possible, be obtained of the applicant's criminal record from the relevant authority in that country. These are known as letters of good conduct. Not all countries provide that service, but the DBS provides an Overseas Information Service. Details of this service can be obtained from the DBS Team.

## **Checks on Volunteers**

Volunteers are seen by children as safe and trustworthy adults. The same recruitment measures should be adopted as for paid staff if the school is actively seeking volunteers and is considering candidates about whom the school has little or no recent knowledge.

Where volunteers are recruited by another organisation to work in a school e.g. sports coaches from a local club, supply teacher from a recruitment agency, the school should obtain assurance from that organisation that the person has been properly vetted.

## **Checks on Contractors/Agencies**

Schools should ensure that external contractors and employment agencies are aware of their roles, responsibilities and boundaries.

## **Medical Clearance**

All new employees to the council need to obtain medical clearance before their employment is confirmed. The questionnaire should be sent to the selected candidate with the offer of employment. The contents of the

questionnaire are confidential and the Occupational Health Nurse will only discuss its contents with the manager if the information is relevant to the safe and effective performance of the job or the post holders well-being.

If the Occupational Health Nurse advises that the candidate requires an adjustment as a result of a disability, they will contact the school directly.

## **INDUCTION**

In addition to the statutory induction period for newly qualified teachers, comprehensive induction is the key to ensuring that a new employee or newly promoted employee integrates well into the working environment and/or performs to the best of her/his ability in the shortest possible time. This can be achieved by timely planning and good organisation.

An induction programme for all staff and volunteers newly appointed in a school, including teaching staff, regardless of previous experience should be applied.

The purpose of induction is to:

- provide training and information about the school's policies and procedures;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school; and,
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

As far as safeguarding and promoting the welfare of children is concerned the induction programme should 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, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role. Safeguarding children should be a prominent feature in all cases.

Induction is a valuable process because it:

- supports new members of staff
- gives every opportunity for them to understand the ethos and expectations of the school
- identifies potential concerns at the earliest time in order to offer training and advice
- ensures that new staff fully understand the expectations of the post and of the school as well as their own responsibilities
- clarifies what is considered bad practice
- highlights appropriate conduct
- provides plenty of opportunity to discuss child safeguarding issues

The new member of staff should sign that they have read and understood the school's Code of Conduct and all other key employment policies, such as Behaviour Management Procedures, Internet User Policy, Social Networking Policy etc. at the beginning of the Induction. It is advisable that the Headteacher or Line manager and discuss with the new staff member the aim of the Code of Conduct and how it is applied in the school before signing.



Every new staff member should be assigned a mentor (separate from the senior teacher/manager who will be supervising). There should be clear arrangements for support and supervision, to include fortnightly reporting to a senior teacher or line manager for the first three months.

Safe practice standards and codes of conduct expected by the employer will be re-emphasised throughout the process.

Overall, the induction process supports new employees by exploring the issues of child protection so that they do not place themselves at risk.

It will confirm that the individual fully understands what the school expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

### **PERSONNEL FILE CHECKLIST**

A personnel checklist should be completed for all employees on their commencement of employment and placed on the front page of their personnel file. A template of the checklist can be found in Appendix 19.

### **PROCEDURE FOR COMPLETING THE SINGLE CENTRAL RECORD**

All School's must hold a single central record for all new employees, contractors and volunteers.

A central school record must include the following:

- Identity – name address and date of birth
- Qualifications – where the qualification is a requirement of the job, eg those posts where a person must have QTS
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country
- Children's Barred List check
- DBS – for all those who require a check under the guidance and regulation applying at the time they were recruited.
- Date that the check was evidenced.

A template of the single central record can be found in Appendix 20.

This policy will be monitored and reviewed by the Business and Resources Manager on an annual basis.

Policy updated: April 2020

Staff responsible: Sally Bacon

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body: \_\_\_\_\_(signature)

\_\_\_\_\_(printed)

<b><u>Appendix</u></b>	<b><u>Guide to Appendices</u></b>
<b><u>No</u></b>	
<b>1.</b>	Equal Opportunities Policy
<b>2.</b>	Exit interview template
<b>3.</b>	Safer recruitment checklist
<b>4.</b>	Job description template
<b>5.</b>	Safer recruitment and selection policy statement
<b>6.</b>	Instructions and personnel specification template
<b>7.</b>	Candidate recruitment and selection process information sheet
<b>8.</b>	References pro-forma
<b>9.</b>	Scrutinising record template
<b>10.</b>	Short-listing process
<b>11.</b>	Invitation to interview
<b>12.</b>	Selection process best practice
<b>13.</b>	Conditional offer template
<b>14.</b>	DBS & Barring scheme
<b>15.</b>	Policy of recruitment for ex-offenders
<b>16.</b>	Risk assessment for positive DBS disclosures
<b>17.</b>	Personnel File checklist
<b>18.</b>	Single central record checklist
<b>19.</b>	List of acceptable documents for right to work checks
<b>20.</b>	Employment permitted by International students aged 16 and over

**LUTON BOROUGH COUNCIL POLICY STATEMENT RELATING TO EQUAL OPPORTUNITIES**

The School is committed to promoting equality of opportunity and takes positive steps to make its workplace a fair environment and to ensure it meets legal requirements in accordance with the Equality Act 2010. There are nine protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religious Belief
- Sex
- Sexual Orientation

**The purpose of this policy**

To encouraging the development of a diverse workforce which reflects the community it serves and its diversity profile; where employees understand and promote equality; and where equality is part of our culture.

The procedure applies to all employees.

The School recognises the unique contribution each employee can make and will promote a climate of respect for all, requiring colleagues to treat each other with fairness, dignity and respect.

The School will oppose any form of discrimination against job applicants or employees on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, marriage or civil partnership status, trade union activity or responsibility for dependents

The School will ensure all employment policies and practices, including recruitment and selection, learning and development, promotion and pay, are non-discriminatory, in line with relevant employment legislation and best practice.

**The principles of this procedure**

Managers are responsible for ensuring compliance with the procedure and will ensure employment decisions are based on job related, objective criteria, particularly when:

- recruiting employees;
- making decisions about work-related opportunities, promotion and pay issues;
- managing employee performance through Personal Performance Assessments;
- allocating training opportunities to employees;
- managing pregnant employees and employees with dependent care responsibilities;

- managing change, including reorganisations and restructures;
- managing requests for flexible working and paid or unpaid leave;
- managing attendance and/or absence issues.

Employees are responsible for ensuring compliance with this procedure and must not:

- unfairly discriminate against other colleagues, or job applicants;
- encourage colleagues to treat others unfairly or to practice discrimination;
- victimise people who have made allegations or complaints of discrimination or who have been witnesses in cases of discrimination

Employees have the right not to be victimised or treated less favourably because they have made a complaint about discrimination during either present or previous employment, or have assisted someone else's complaint by giving evidence.

An employee who feels he/she has been subject to unfair discrimination can raise the issue informally with his/her line manager, or formally under the School's Harassment and Bullying Procedure.

Employees who are alleged to have committed an act of unfair discrimination may be liable to disciplinary action in accordance with the School's Disciplinary Procedure.

Employees who commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, may also be liable to a claim being brought against them by the victim in the Civil Court.

## **Supporting Employees with Disabilities**

### **Definitions**

The Equality Act 2010 has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

A disability can arise from a wide range of impairments that can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalomyelitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ system specific, including respiratory conditions, such as asthma, and cardiovascular diseases such as Angina and gastro intestinal conditions such as Crohn's disease;
- diabetes;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;

- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as some personality disorders and self-harming behaviour;
- produced by injury to the body or brain.

The following people are deemed to meet the definition of disability, without having to show that they have an impairment that has (or is likely to have) a substantial, adverse, long-term effect on their ability to carry out normal day-to-day activities:

- A person who has cancer, HIV infection or multiple sclerosis;
- A person who is certified as blind or partially sighted by a consultant ophthalmologist, or is registered as such with a local authority.

Occupational Health or Human Resources can advise further regarding definitions.

### **Reasonable adjustments**

Employees are encouraged to advise managers and colleagues of their disability to both raise awareness in their workplace and to ensure positive support. However, the School is also aware that the employee has a right to privacy.

The duty to make adjustments only applies if the employer knows, or should reasonably be expected to know, that the employee is disabled. Declarations made in confidence to the School's Occupational Health advisers do not constitute disclosure to the School as the employer.

Disabled employees are responsible for informing the School (usually via their line manager / supervisor) that they have a disability as defined by the Equality Act 2010, so as to trigger any appropriate processes for the assessment of need and any reasonable adjustment.

### **Managers' responsibilities**

To ensure managers create a culture that promotes equality of opportunity they should ensure that they:

ensure the use of discrimination-free language by promoting good practice;

discourage the use of stereotypical views and promote a realistic and positive image of disability and;

complete a Personal Emergency Exit Procedure (PEEP) as appropriate for disabled employees and review annually.

### **Process for adjustments requested by employees**

Managers may make reasonable adjustments which will not necessarily need a formal process, and which have been agreed with the employee. However, there will be other occasions when a manager is not able to authorise more extensive adjustments, in which case the procedure for assessing and agreeing adjustments is as follows:

- meet with the employee to discuss the adjustments they require.
- refer the employee to the School's Occupational Health advisers
- with the information supplied by the employee, Occupational Health advisers and possible external organisations such as Access to Work. The Headteacher must make a decision.

If no agreement can be reached, for example if the employee is not satisfied with the decisions made or the time taken to reach a decision, the employee may take action through the Grievance Resolution Procedure.

**EXIT INTERVIEW.**

Name \_\_\_\_\_ Working for \_\_\_\_\_ School

1. What first attracted you to work for this school?

-----  
-----  
-----

2. Were your expectations met?

-----  
-----  
-----

3. What was the best aspect of working at the school?

-----  
-----  
-----

4. What was the worst aspect?

-----  
-----  
-----

5. If you could change something within the school what would it be?

-----  
-----  
-----

6. Describe the working relationship you have with a) colleagues, and b) Headteacher/Manager.

a)-----

b)-----

7. Did you receive induction training?-----

Yes/No

If yes, could it have been improved and if so, how?

-----  
-----

8. Did you feel that you received sufficient training, instruction and support to enable you to perform your job effectively? Yes/No

If, no, please state what would have helped.

-----

9. What was the most important reason for your leaving?  
-----  
-----  
-----

10. What, if anything, would have encouraged you to stay?  
-----  
-----  
-----  
-----

11. Would you consider returning to a) the school and b) Luton Borough Council as an employee in the future  
-----  
-----  
-----

Any other comments

-----  
-----  
-----  
-----

12. (If relevant) Do you wish to pursue a grievance in relation to any of the issues raised in this interview? Yes/No

**Thank you for your participation**

Signature of leaver: ----- Date: -----

Signature of interviewer: ----- Date: -----

**Where are you going? (Leaving destination)**

Please indicate the type of organisation you are joining

- Another school in Luton
- Another school outside Luton
- Further study
- Self-employment
- Not working
- Change in career
- Other (please specify) -----

**Reasons for leaving (you may wish to tick more than one box)**

Please indicate your **main** reason(s) for leaving:

- |  |   |
|--|---|
| <input type="checkbox"/> Promotion                             | <input type="checkbox"/> Career Development                         |
| <input type="checkbox"/> Dissatisfaction with management style | <input type="checkbox"/> Improved benefits                          |
| <input type="checkbox"/> Work environment                      | <input type="checkbox"/> Nearer to place of work                    |
| <input type="checkbox"/> Increased job satisfaction            | <input type="checkbox"/> Dissatisfaction with pay                   |
| <input type="checkbox"/> Way work is organised                 | <input type="checkbox"/> Dissatisfaction with conditions of service |
| <input type="checkbox"/> Insufficient challenge                | <input type="checkbox"/> Lack of promotion/career development       |
| <input type="checkbox"/> Discrimination                        | <input type="checkbox"/> Lack of training and development           |
| <input type="checkbox"/> Harassment                            | <input type="checkbox"/> Partner moving out of area                 |
| <input type="checkbox"/> Ill health                            | <input type="checkbox"/> Other domestic reasons                     |
| <input type="checkbox"/> Travel abroad                         | <input type="checkbox"/> Difficulty travelling to and from work     |
| <input type="checkbox"/> Flexibility of working hours          | <input type="checkbox"/> Workload/stress                            |

Other please specify: -----



SAFE RECRUITMENT CHECKLIST

This checklist should be used in conjunction with Chapter 2 Section 2 of the Schools Personnel Handbook: safer recruitment and selection code of practice.

Preliminaries

- Confirm that the vacancy needs filling.
- Check to ensure the job description is accurate.
- Check to ensure the person specification is accurate.
- Assemble the panel members ensuring that one has been NCSL accredited in safer recruitment.
- Advertise. Ensure the advert includes the safer recruitment policy statement and that CVs won't be accepted.
- Ensure all application pack literature is up-to-date and contains all the relevant documentation as per Chapter 2, Section 2, of the Personnel Handbook.

Before the interview

- Send out the application packs.
- Scrutinise all applications to ensure that they are completed in full and address any gaps or discrepancies.
- Record candidates' details for equality monitoring purposes and to ensure compliance with the Equality Act (2011).
- Shortlist candidates involving the panel.

Request two references in writing. References must be from the current or most recent employer. However, if the applicant is not currently working with children but has done so in the past, an additional reference should be obtained from the employer by whom the person was most recently employed in work with children.

Establish Teaching Agency registration number (if applicable) details through School's HR Admin Team.

Send out an invitation to interview. Enclose a copy of the person specification.

On receipt of references;

- Follow up written references by phone to ensure veracity of author and to explore any of the content that is omitted/unclear/ambiguous (a note of the conversation must be kept).
- Scrutinise the information given against the application form and note down any discrepancies ready to clarify at the interview.

**Remember, no response from a referee equals no reference.**

The Panel meets to devise standard questions for all candidates, weightings on questions and devise any tests or practical exercises. Include questions which explore suitability to work with children based on past experience and on the information provided in the application and references.

Children's Barred List checks can be performed pre interview (on short listed candidates) or post interview at the school's discretion.

### At interview

Inspect and photocopy evidence of identity and eligibility to work in the UK for all candidates. Either satisfy yourself that the preferred candidate has the requisite permission to be in the UK, and to undertake the work in question, or apply for a Certificate of Sponsorship (if appropriate).

(Notes:)

- (i) the documentation required to verify the right to be in the UK, and to undertake the work in question is attached at Appendix 21 and Appendix 22;
- (ii) (ii) Where the documentation provided is subject to a time-limited statutory excuse, re-checks must be undertaken on expiry.
- (iii) (iii) Employment permitted by international students is attached at Appendix 23; however, please contact HR for advice before employing any student with a certificate of sponsorship issued for the purpose of studying in the UK.

Inspect and photocopy original qualifications relevant to the post.

Apply tests/practical exercises which measure ability under the person specification, particularly in relation to working with children.

Evaluate the candidate's ability to support the school's agenda for safeguarding and promoting the welfare of children.

Ask all agreed questions carefully noting and scoring the answers.

Ask all candidates if they have a criminal record, to include spent and unspent convictions, any cautions, reprimands, final warnings and bind-overs.

Ask any candidate with a gap in their employment record to fully explain the gap.

Ask the candidate to explain any concerns over discrepancies arising from information provided by the candidate or on a reference.

If, for whatever reason, references were not obtained before the interview, the candidate should be asked if there is anything s/he wishes to declare/discuss in light of the questions on the reference.

### Post interview

Scrutinise all the recruitment information provided thus far and ensure that it is complete before deciding who to offer the post to.

Offer the preferred candidate the position subject to satisfactory checks.

Carry out a DBS Check on the preferred candidate.

Send out the follow up reference request, requesting sickness absence information.

If, for whatever reason, references were not obtained before the interview, obtain and scrutinise the references.

Check the veracity of the preferred candidate's qualifications by telephoning the Awarding Body (if necessary).

Ensure the preferred candidate has submitted the medical questionnaire to Occupational Health for analysis.   
Monitor medical and disclosure clearances.

Ensure all checks are confirmed in writing.

Arrange for the storage of interview notes and photocopied documents for 6 months (these may be disclosed to a candidate in the event of a challenge).

Prepare the induction of the new employee, to include Code of Conduct (must be signed for) and relationships/boundaries with young people.

Handle feedback requests from any unsuccessful candidates.

**Only after all checks have proved satisfactory**

Arrange for the contract of employment to be sent out.

Where appropriate, complete TAF for School's HR Admin Team.

Submit successful candidate's personal details to School's HR Admin Team for pay and pension purposes.

Enter successful candidate's details on the school's personnel database, including equalities data.

Advise relevant school-based personnel of the successful candidate's details and start date.

Ensure the completed copy of this checklist and all the relevant documents are carefully filed.

Send copies of the successful candidate's application form, references (including any supporting information), qualifications, proof of eligibility to work in the UK to the School's HR Admin Team.

**Post Appointment Induction**

Commence an induction programme for all newly appointed staff and volunteers regardless of previous experience. With regards to safeguarding and promoting the welfare of children is concerned the induction programme should 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, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- safe practice and the standards of conduct and behavior expected of staff and pupils in the establishment; how and with whom any concerns about those issues should be raised; and, other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing. The programme should also include attendance at child protection training appropriate to the person's role.

**Monitoring**

If the successful candidate was from overseas and a full DBS check was unobtainable, carry out a DBS check 6 months after employment starts.

Review this recruitment and selection event and identify strengths and weaknesses.

Address the areas that could be improved.

Build on areas that are strong.

Share good practice with other schools if appropriate.

**Signed** ..... **(print name)** .....

**School**..... **Date** .....

**JOB DESCRIPTION**

**TITLE:**

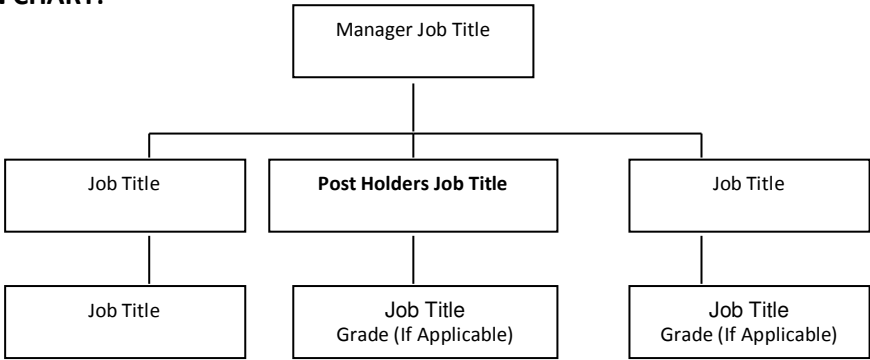
**SCHOOL:**

**RESPONSIBLE TO:**

**GRADE:**

**PURPOSE OF POST:**

**ORGANISATION CHART:**



**PRINCIPAL RESPONSIBILITIES:**

%

- 1. %
- 2. %
- 3. %
- 4. %
- 5. %
- 6. %
- 7. %
- 8. %

**DIMENSIONS:**

**Supervisory Management:**

**Financial Resources:**

**Physical Resources:**

**Other:**

Physical Effort:

Working Environment:

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from [direct.gov.uk](http://direct.gov.uk)**

**This post is classified as 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006.**

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Scheme'.*

*'CVs will not be accepted for any posts based in schools'.*

**APPENDIX 5**

**Safer Recruitment and Selection Policy Statement.**

The following statements should be used in all recruitment and selection literature to attract suitable applicants as well as deter unsuitable ones.

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Scheme'.*

*'CVs will not be accepted for any posts based in schools. Please contact.....if you need assistance'.*

*'Experience of working in a school environment is essential for this post'. (as appropriate).*

*Experience of working in a school environment is desirable for this post'. (as appropriate).*

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience				
Skills/Abilities				
Competencies	Able to demonstrate: Appropriate motivation to work with young people  ability to form appropriate relationships with young people  emotional resilience in working with challenging behaviours  appropriate attitudes to use of authority and maintaining discipline.			
Equality Issues				
Specialist Knowledge				
Education and Training				
Other Requirements				

( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- Equal Opportunities
- Health and Safety
- Data Protection Act (1984 & 1998)

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

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

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Scheme'

'CVs will not be accepted for any posts based in schools. Please contact.....if you need assistance'.

'Experience of working in a school environment is essential for this post'. (as appropriate).

' Experience of working in a school environment is desirable for this post'. (as appropriate).

## **APPENDIX 7**

### **Candidate Recruitment and Selection Process Information Sheet.**

This information sheet explains the recruitment and selection process so that applicants can gain an understanding of the procedure and know what to expect in order to help maximise their chances of a successful application.

The recruitment and selection process is as follows:

#### **Application**

- 1) Once you have received your application pack, read through the contents carefully.
- 2) Complete application form in full by the closing date specified, explaining any gaps or anomalies e.g. gaps in employment. If you do not complete your application form in full, your application may be rejected.
- 3) Please do not enclose a copy of your CV or copies of any other documents.
- 4) Return your application form ensuring that if you post it, it arrives at the school in good time by the closing date. Late applications may be rejected.

#### **Shortlisting**

- 5) The recruitment panel will consider your application against the criteria set in the person specification. You may be contacted to clarify points in your application.
- 6) The panel will draw up a list of short listed candidates.
- 7) If you are successfully short listed for interview, you will be informed in writing within one week of the closing date and the interview will take place within three weeks of short listing.
- 8) If you are unsuccessfully short listed, you will be informed in writing one week after the closing date.

#### **References**

- 9) If you are short listed for interview, the recruitment panel will request a reference from your two referees. If you strongly object to your referees being contacted at this stage, there may be a delay in the selection decision. However, we would require that your referees be contacted after the interview.
- 10) On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the verification process. One of your referees MUST be your current or last employer and one MUST be from a role where you worked with children (where possible).

**The Interview**

- 11) If short listed, you will be invited to the interview and asked to bring with you original documents proving your eligibility to work in the UK (a list of acceptable documents will be provided with the interview letter) and qualifications. These will be checked before the interview starts and photocopied. Your originals will be returned to you on the same day.
- 12) The interview questions will be based on the criteria in the person specification.
- 13) Issues relating to safeguarding and promoting the welfare of children will be explored at interview.
- 14) If you are the successful candidate, you will be offered the post, in writing, within one week of the interview date.
- 15) If you are unsuccessful, you will be informed in writing within one week of the interview date.
- 16) Please accept or decline in writing.
- 17) Your employment will be subject to any outstanding checks, for example; DBS, Medical clearance, Teaching Agency (if applicable). This will be made clear in the offer letter.
- 18) Your terms and conditions of service will then be sent to you within eight weeks of the start of your employment.

A Children’s Barred List or Teaching Agency check may be performed, at the school’s discretion, at any time during the recruitment and selection process (where applicable).

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

**APPENDIX 8**

**REFERENCE ENQUIRY PRO FORMA LETTER.**

DATE: .....

Dear \*

**Re: Reference Enquiry for \*NAME OF APPLICANT**

The above named applicant has been short listed for the position of \*POSITION and has given your name as a referee to support \*his/her application.

I would be grateful, therefore, if you could let me have your views on \*his/her suitability for the position using the attached reference enquiry pro-forma.

I attach a copy of the job description and person specification which broadly outline the requirements of the post and the skills and experience needed to fulfil it.

Please ensure that the reference is as objective and factual as possible. You should be aware that relevant factual content may be discussed with the applicant at interview and that your legal rights under the Data Protection Act will be upheld if you so indicate.

You may be contacted subsequently to obtain clarification of any part of the reference.



The interviews are being held on \*DATE I would therefore be grateful for your response to be returned by \*DATE. In view of the short time scale you may fax your reply to 01582-\*NUMBER, or use the enclosed stamped addressed envelope.

Thank you for your assistance in this matter.

Yours sincerely

Name  
Job Title  
School

### REFERENCE ENQUIRY

<b>Name of Candidate</b>	
<b>Position Applied For</b>	
<b>Advert Reference No</b>	
<b>Date of Interview</b>	

<b>Referee Name</b>	
<b>Referee Organisation</b>	

<b>How long have you known the candidate and in what capacity?</b>

<b>Please tell us the positions held by the candidate whilst employed?</b>	
<b>Position</b>	<b>Dates</b>

<b>When did the candidate start and leave your employ?</b>

<b>What was/is their salary?</b>

<b>Brief description of duties</b>
------------------------------------

--

How would you rate the candidate's:	Highly Satisfactory	Satisfactory	Not Satisfactory
Conduct			
Timekeeping			
Attitude			
Work Performance			
Reliability			
Honesty			
Relationship with colleagues			
Capability of achieving agreed targets and deadlines			
Initiative			
Administrative efficiency			
Ability to cope with pressure			
Ability to follow management instruction			
Ability to follow the behaviour management policies and procedures			
Ability to manage others (if applicable)			

<b>Have you, or your colleagues, ever had cause for disquiet about this person's behaviour or judgment?</b>	Yes		No	
<b>If yes, please provide examples of events or incidents which caused you this concern?</b>				

<b>Would you offer / re-employ this person if a suitable vacancy occurred?</b>	Yes		No	
<b>If no, please state why.</b>				

<b>Has the candidate ever breached your Data Protection Policy or to your knowledge breached the policy of any previous employer?</b>	Yes		No	
<b>If yes, please give details.</b>				

<b>Please add any further comments you may have regarding the candidate and the position applied for.</b>

Having considered the enclosed details regarding the position applied for by the candidate, would you recommend the candidate for this appointment?	Yes		No	
If yes, please comment on how the candidate has demonstrated that she/he meets the person specification				
If not, please state why you would not.				

<b>Safeguarding Children</b>				
Has the candidate received any disciplinary warnings that are currently 'live' or spent relating to children?	Yes		No	
If yes, please provide details of the disciplinary and the outcome				

**Teachers Only**

Has the teacher undergone Formal Capability Procedures within the past 2 years?	Yes		No	
---	-----	--	----	--

If YES, please provide the following details:				
The concerns which gave rise to the application of the Procedure:				
Duration of the capability process with the Teacher?				
What was the outcome of managing the Teacher through the Capability Procedure?				

In signing this document, you agree that the information provided is accurate and also, unless you indicate to the contrary, consent under Data Protection legislation to this information being directly disclosed to a third party such as the employee to who this reference applies.	
Signed	
Print name	
Job title	
Date	

**Scrutinising Record Template.**

This form will help enable schools ensure that all areas of recruitment and selection are thoroughly scrutinised. The parts of the form should be completed by the appropriate person(s). In all cases, the recruitment panel should receive this form before interview if the candidate is short listed.

Candidates Name.....

Role Applied For.....

Closing Date of Role.....

**Application form**

<b>Anomalies, gaps or concerns</b>	<b>Date investigated</b>	<b>Result of follow up</b>
Dates		
Employment history		
Qualifications		
Referees given		
Repeated changes		
Career progression		
Mid-career move (e.g. perm to supply)		
Other		

Did the application form have to be returned to the applicant for completion?      Yes      No

Date form returned to applicant

Date applicant returned form

Does the applicant meet the criteria in the person specification?      Yes      No

Is the applicant short listed for interview?      Yes      No

**References**

NB: One reference must be from the short listed applicant’s current or last employer where they last worked with children.

	<b>Reference 1</b>	<b>Reference 2</b>
Referees Name		
Relationship to applicant		
Date reference requested		
Date referenced chased (if applicable)		
Date reference received		
Reference completed in full?	Yes      No	Yes      No
Date referee contacted for further information/clarification (if applicable) NB: The referee must confirm this in writing		

Date reference scrutinised against application form .....

Anomalies or gaps or concerns identified? NB: These must be addressed at interview.

.....  
.....  
.....  
.....

**The Interview**

Document to prove eligibility to work in the UK provided.....

Qualifications provided.....

Do they match the qualifications listed on the application form? Yes                      No

Identity check provided (document containing photo) .....

NB: Verify, copy, sign and date these documents twice sending one copy to the HR Team.

List of anomalies, gaps or concerns	Candidate's response

**NB: The interview grid must also be completed.**

At the end of the interview, inform the candidate of the next steps and that if they are successful, their post will be subject to a satisfactory medical clearance, DBS check, qualifications verification and any outstanding checks.

**SHORTLISTING APPLICANTS AND COMPLETION OF FORM**

The following steps should be taken to complete the shortlisting form:

1. Using the Person Specification, write all of the essential criteria (marked 'E') in the column headings on the shortlisting form. Draw further lines if more columns are needed. Desirable criteria should not be used at this stage for shortlisting.
2. Using the applicant's application form, allocate one of the following scores for each criteria:  
 0 = Does not meet requirements/No evidence.  
 1 = Some evidence but insufficient to assess fully.  
 2 = Appears to meet requirements.  
 3 = Definitely meets requirements.

For Candidates who score '0' against one of the essential criteria, there is no need to score the remaining criteria as all essential criteria must be met to effectively carry out the job.

Some criteria are not always easy to assess from the application form e.g. 'Must be a flexible worker', 'Numerate' or Willing to work unsociable hours'. If this is the case and the candidate has not given any examples, give them a score of '1'. If examples are given, score the candidate as normal.

3. Total each applicant's scores. The highest scoring applicants should be invited to interview although consideration should be given as to whether the applicants have scored 'high enough' to warrant an interview. There should be a clear break in scores between those you shortlisted for interview and those not invited. If you have candidates with similar scores, select and score one desirable criteria and add this to the total score. On average, a maximum of six applicants should be invited to each day of interviews. Tick the 'Shortlisted' column for those invited.
4. Notify all applicants by letter of the shortlisting outcome. Undertake the interviews. Keep any copies of this forms and your notes in a locked cabinet for one year.

Shortlisting Criteria Names	E RSA 1 or equivalent	E Cash handling experience	E Filing experience	E Experience of dealing with the public	E Experience of telephone & face to face enquires	TOTAL SCORE	SHORT-LISTED
	0	-	-	-	-	-	
	3	2	3	2	2	12	✓
	3	2	3	3	3	14	✓
	3	3	2	3	0	-	
	3	2	1	1	1	8	
	3	2	3	3	2	13	✓
	3	2	3	3	3	14	✓
	3	1	1	1	1	7	

**INVITATION TO INTERVIEW PROFORMA****NAME****ADDRESS****DATE**

Dear \*

**Appointment of \*JOB TITLE AND SCHOOL**

Following receipt of your application form, you have been shortlisted for the above post and are therefore invited to attend an interview on \*DATE, at \*TIME at \*NAME AND ADDRESS OF VENUE, (map enclosed). Please report to the main reception area on your arrival.

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation.

**The interview will assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.**

Please also bring with you original documents confirming your qualifications gained and an original document verifying your eligibility to work in the UK and identity (document with a photograph e.g. driving licence). Details of which documents are acceptable as proof of eligibility to work in the UK are attached.

The panel will comprise of \*NAMES and JOB TITLES.

The interview will take place as follows:

*TIME	*EVENT e.g. panel interview, presentation etc..	*DURATION
-------	---	-----------

\*With regard to the presentation, we will make a flip chart and overhead projector available but please do not hesitate to contact us if you require other equipment or resources.

\*An expenses claim form for you to reclaim any expenses incurred is also enclosed.

If you are successfully appointed, you will be required to undergo an enhanced Disclosure and Barring Scheme disclosure.

I would be grateful if you could contact \*NAME and \*JOB TITLE and TEL NO to confirm your attendance at the interview and whether you require any other equipment or resources for your presentation. If you have any questions relating to the selection process \*NAME will be happy to respond to them.

If require an adjustment to be made under the Equality Act 2010 to attend this interview please contact or write to us explaining what you require.

We look forward to meeting you on the \*DATE.

Yours sincerely

\*NAME

\*JOB TITLE

\*SCHOOL

**COMPLETION OF INTERVIEW FORM**

1. Write all of the essential criteria (marked 'E') in the column headings on the interview form and any desirable criteria you will be testing at interview. Draw further lines if more columns are needed.
2. Write the names of the shortlisted applicants in the left hand column.
3. Before interviewing, weight any essential criteria which is particularly crucial to the job. For example, the score for 'able to communicate at all levels' could be multiplied by two. This weighting should be agreed by all panel members and will help the strongest candidate stand out on the most important criteria.
4. During the interview, use 'behavioural/competency based' interview questions to assess the applicant, eg 'Give me an example where you have dealt with a difficult person'. After the interview, award a score for each criteria using the guide below:

- 1 = Poor
- 2 = Fair
- 3 = Average
- 4 = Good
- 5 = Excellent

Standards should be set to define what the panel interprets as Poor, Average, Excellent etc. Remember, 'Average' is satisfactory and implies that the applicant can do the job.

Keep factual notes of the applicant's responses to help you discuss your score with the panel and decide on a final panel score. Be sure to score against your agreed standards (1-5) and not to compare applicants against each other.

3. Total the applicant's scores for the essential criteria only to determine the successful applicant. Although the highest scoring applicant would normally be appointed, consideration should be given as to whether they have actually scored 'high enough' to be able to do the job. If they have consistently scored below '3' then you have scored them as not satisfactory and consequently they should not be offered the post.
4. If the two highest scoring applicants have the same score, add the desirable criteria to the score to decide.
5. Tick the 'APPT'D' box of the successful applicant. If no one was appointed note this clearly on the Interview Form and the reason why.
6. Copy the Interview Form and keep the copy with the unsuccessful application forms in a locked cabinet for one year.

Appointment Criteria  NAME	E RSA I or equiv	E Cash handling experience	E Filing experience	E Experience of dealing with the public	E Experience of telephone & face to face enquiries	D Able to use IT equipment especially 'Word'	D Understands and supports safeguarding children issues	TOTAL SCORE E (E+D)	APPT'D
Miss Raffer	5	3	2	1	1	1	1	12 (14)	
Mr Khan	5	3	4	3	4	1	4	19 (21)	
Mrs Taylor	5	2	3	4	2	5	4	16 (22)	
Ms Reilly	5	2	4	4	4	3	5	19 (23)	✓
Mrs Farth	5	3	2	2	2	2	2	14 (17)	



**CONDITIONAL OFFER LETTER TEMPLATE**

DATE

**PRIVATE AND CONFIDENTIAL**

Dear «Title» «Surname»

I have pleasure in offering you an appointment, subject to the satisfactory clearances of the checks listed below. Your Statement of Particulars which constitutes your Contract of Employment with Luton Borough Council will be sent out to you within eight weeks of your start date.

Your employment is subject to satisfactory written confirmation of the following:

- Two references, one which must be from your current or last employer where you were engaged in a role that involved working with children (where possible)
- Verification of your identity (with photograph)
- Proof of eligibility to work in the UK
- An enhanced DBS disclosure
- Verification of qualifications (as appropriate to the post)
- Verification of medical fitness
- (for teaching posts) Teaching Agency check
- (for non-teaching posts) completion of probationary period

I wish you well in your employment with Luton Borough Council.

Yours sincerely

«Officer»

«Position»

Cc: Headteacher, «School» School

*The school is committed to safeguarding and promoting the safeguarding of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.*

## DISCLOSURE AND BARRING SCHEME (DBS)

The Safeguarding Vulnerable Groups Act 2006 sets out the scope of the Vetting and Barring Scheme, managed by the DBS. The scheme aims to stop unsuitable people from working with children and/or vulnerable adults, by improving screening procedures for potential employees or volunteers.

A **child** is defined by section 60 of the Safeguarding Vulnerable Groups Act and Article 2 of the Safeguarding Vulnerable Groups Order as being any person who has not attained the age of 18, regardless of the setting they are in or the service they receive.

People with a physical or mental health condition are not vulnerable adults just because of their condition. They will be vulnerable adults when they receive health, social care or other services or activities specifically for those with physical or mental health conditions.

The minimum age for mandatory registration is 16. Students who are 16 on work experience placements from their school/college must be supervised at all times, if this cannot be guaranteed they must obtain a DBS check. Those who are working, or applying to work, closely with children and/or vulnerable adults will be required to make an application to the scheme if they are left unsupervised with children and/or vulnerable adults.

With the introduction of the Protection of Freedom Act 2012, volunteers supervised at a reasonable level whose role is carried out in a specified establishment and activity by a person contracted (or volunteering) to provide occasional or temporary services, which are not teaching, training or supervision of children, will no longer require a DBS check.

The government recognises that this is the minimum necessary to protect vulnerable people and that some organisations, irrespective of whether or not the frequency test is met, will choose to require registration, with regard to the type of activity involved. Luton Borough Council recognises that there are a range of children's services within a locality or community where repeat encounters are more probable. Accordingly registration will be a requirement for anyone undertaking supply teaching in a Luton school, regardless of the duration of the work.

It is a criminal offence for anyone to apply for, or to do work in, a regulated activity if they have been barred.

Information sharing is essential to the DBS's decision making process. A duty to refer conduct to the DBS is set out in the legislation. The School has a duty to refer any issues about conduct which endangers a child or vulnerable adult, or is likely to endanger a child or vulnerable adult, or if repeated against, or in relation to a child or vulnerable adult, would endanger them or would be likely to endanger them. The Director of Children and Learning, has a new responsibility under the Vetting and Barring Act to refer workers engaged in regulated or controlled activity where there has been harm or potential for harm.

Relevant conduct would also involve sexual material relating to children (including possession of such material), sexually explicit images depicting violence against human beings (including possession of such images) and conduct of a sexual nature involving a child or vulnerable adult.

A referral should be made when an individual is removed from Regulated Activity (ie dismissed) or the Council thinks relevant harm has occurred, a risk of harm is present or there is a relevant conviction or caution.

In the early stages advice must be sought from the LA's Local Authority Designated Officer (LADO), who has a responsibility for allegations across all Children's Services sectors in Luton. This should be used in conjunction with the Policy for Managing Allegations against Employees of Child Abuse. The Headteacher may have to attend a multi-agency strategy meeting prior to invoking any employment procedure.

**Policy of Recruitment of Ex-Offenders**

**Introduction**

The School is committed to equality of opportunity for all job applicants and aims to select people for employment on the basis of their skills, abilities, experience, knowledge and where appropriate, qualifications and training.

The School will consider ex-offenders for employment on their individual merits. The School's approach towards employing ex-offenders differs, however, depending on whether the job is or is not exempt from the provisions of the Rehabilitation of Offenders Act 1974.

**Procedure**

The School will not automatically refuse to employ a particular individual just because he/she has a criminal record.

All School applicants are required to declare **all spent and unspent convictions**. Positions within Schools are exempt from the provisions of section 4(2) of the Act and are listed in the **Rehabilitation of Offenders 1974 (Exceptions) Order 1974** (as amended). Within Schools, posts in the following areas, which are exempt by virtue of the Exceptions Order, must declare all convictions, whether spent or unspent.

Regular contact with	Under 18 year olds
	Those with a mental impairment
	Those with a sight, hearing or speech impairment
	Chronically sick people
	Generally vulnerable people

If an applicant has a conviction that is not spent and if the nature of the offence is relevant to the job for which he/she has applied, the School will review the individual circumstances of the case and may, at its discretion, decline to select the individual for employment.

If an employee is convicted during the course of their employment, it will be the responsibility of the employee to notify their Headteacher. If the nature of the offence is relevant to their job, the School will review the individual circumstances of the case and may terminate their employment through the appropriate disciplinary procedure. The individual may be suspended whilst the review is carried out.

**In Strictest Confidence  
Risk Assessment for Positive DBS Disclosures**

<b>Name of Applicant:</b>	<b>Service Area/school:</b>
<b>Position Applied for:</b>	<b>Headteacher:</b>
<b>Date of Disclosure:</b>	<b>Tel no:</b>
<b>Disclosure number:</b>	<b>Recruiting Manager</b>
<b>Repeat DBS check?      Yes      No</b>	<b>Tel no:</b>
<b>Brief note of discussion</b>	
<b>We confirm that the information noted above is an accurate record of our discussion</b>	
<b>Applicant Signature:</b>	<b>Headteacher / Recruiting Manager Signature:</b>
.....	.....
<b>Date:</b>	<b>Date:</b>

**POSITIVE DBS RISK ASSESSMENT**

1 Did the applicant inform you about the offences when they applied for the position?

- Was a full job/volunteering application completed?
- Did applicant complete criminal history section?
- Did applicant sign and state all details were correct?
- Did applicant declare convictions on DBS application?

2 Does their account of the offences reflect the information on the disclosure?

3 Does the applicant agree that information held on the disclosure is correct?

4 What bearing does it have on his/her suitability to work in the role?

5 Are there any mitigating circumstances?  
(i.e. age at the time, when it happened.)

6 Have full references been taken.

Has anything else of concern come out of employment references?

7 If an existing worker - has there been any related work performance issues including any history of workplace allegations?

9 Any additional comments/details:

**SIGNED RECRUITING MANAGER:** .....

**NAME** ..... **DATE:** .....

OUTCOME

Positive OK <input type="checkbox"/>	Positive reject <input type="checkbox"/>	CONTACT HR <input type="checkbox"/>
--------------------------------------	--	-------------------------------------

**Authorisation Decision by Head of Service / Divisional Director/HeadTeacher:**

**Signed:**..... **Date:**.....

**Name:** .....

**To be kept on HR file**

**Personnel File Checklist**

**Name:** .....

**Job Title:** .....

**Line Manager:** .....

Document(s)	Date requested	Date received/ completed	Document(s) presented/Notes	Verified by
Signed application form				
For those required to drive, copy driving licence and confirmation that employee is insured for business use.				
Reference (1)				
Reference (2)				
Identity – 2 documents provided at interview				
Qualifications				
Children’s Barred List list clearance				
Teaching Agency registration number (if applicable)				
Satisfactory Enhanced DBS check confirmation				
Medical clearance				
Proof of eligibility to work in the UK				
If OTT, evidence of gaining QTS within 4 years of starting teaching in the UK.				
Certificate of Sponsorship (migrant workers only)				
Preliminary offer letter (if applicable)				
Appointment and Pension Form Sent to HR (if applicable)				
Contract of Employment				
Confirmation of update on school’s personnel database				
Date entered on School Central Record				
Induction programme				
Probationary meeting records (support staff only) 6 weeks 12 weeks 20 weeks 30 weeks	N/A			
Termly monitoring forms of satisfactory Induction Period (NQTs only)				
Recruitment checklist updated				

**Procedure for completing the Single Central Record**

**Single Central Record**

All School's must hold a single central record for all new employees, contractors and volunteers.

A central school record must include the following:

- Identity – name address and date of birth
- Qualifications – where the qualification is a requirement of the job, eg those posts where a person must have QTS
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country
- Children's Barred List check
- DBS – for all those who require a check under the guidance and regulation applying at the time they were recruited (see circular 08-04)
- Date that the check was evidenced.

Please note that there is currently no requirement to check workers who are already in a Luton school (Excluding Academies), who have had an enhanced check since 2006, and are moving between Luton schools with no break in service. Schools may obtain a copy of their valid Disclosure number from their HR contact officer. A recheck should only be undertaken where there is a new, genuine concern about the applicant. In undertaking checks which are not required the Children and Learning Department incurs direct costs from the DBS, and indirect costs for the use of time, thus slowing down the process for workers new to the Council.

**A DfE model proforma for a central record is set out below, with suggested minimal details for inclusion;**

Identity				Qualifications		List 99	Dbs	Prohibited order
Name	Address	Dob	Evidence & date	Qualifications required Yes/no	Qualification Evidenced & dated	Check evidenced	Check evidenced & dated	Check evidenced & dated

<b>Lists of acceptable documents for right to work checks</b>	
<b>Acceptable documents to establish a continuous statutory excuse</b>	
<b>1.</b>	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
<b>2.</b>	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
<b>3.</b>	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
<b>4.</b>	A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
<b>5.</b>	A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
<b>6.</b>	A <b>current</b> passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
<b>7.</b>	A <b>current</b> Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>8.</b>	A <b>full</b> birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>9.</b>	A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>10.</b>	A certificate of registration or naturalisation as a British citizen, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.



<b>Lists of acceptable documents for right to work checks</b>	
<b>List B</b>	
<b>Group 1 – Documents where a time-limited statutory excuse lasts until the expiry date of leave</b>	
<b>1.</b>	A <b>current</b> passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
<b>2.</b>	A <b>current</b> Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
<b>3.</b>	A <b>current</b> Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
<b>4.</b>	A <b>current</b> Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, <b>together with</b> an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
<b>Group 2 – Documents where a time-limited statutory excuse lasts for 6 months</b>	
<b>1.</b>	A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is <b>less than 6 months</b> old <b>together with a Positive Verification Notice</b> from the Home Office Employer Checking Service.
<b>2.</b>	An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, <b>together with a Positive Verification Notice</b> from the Home Office Employer Checking Service.
<b>3.</b>	A <b>Positive Verification Notice</b> issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

**Employment permitted by international students aged 16 and over**

<b>Date of application</b>	<b>Education provider</b>	<b>Course type</b>	<b>Age of migrant?</b>	<b>Work conditions</b>
Before 2 March 2010	Any	Any	n/a	<ul style="list-style-type: none"> <li>• Maximum of 20 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>
From 06 April 2010 to 03 July 2011 (inclusive)	Any	-Degree level (NQF 6 and above) Foundation degree course (NQF 5)	n/a	<ul style="list-style-type: none"> <li>• Maximum of 20 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>
	Any	Below degree level (NQF 5 and below) (excluding foundation degree course)	n/a	<ul style="list-style-type: none"> <li>• Maximum of 10 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>

	Education provider	Course type	Age of migrant?	Work conditions
On or after 4 July 2011	Tier 4 (General) Students Higher Education Institution (i.e. University) or sponsored by an overseas HEI to undertake a short-term Study Abroad Programme in the UK.	Degree level (NQF 6) or above	n/a	<ul style="list-style-type: none"> <li>• Maximum of 20 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>
		Below degree level (NQF 5) and below	n/a	<ul style="list-style-type: none"> <li>• Maximum of 10 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>
	Tier 4 (General) Students Further Education College	Any	n/a	<ul style="list-style-type: none"> <li>• Maximum of 10 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>
	Tier 4 (Child) Students <b>(Children under 16 years of age may only be educated at independent fee paying schools and are not permitted to work)</b>	Any	Aged 16 or over	<ul style="list-style-type: none"> <li>• Maximum of 10 hours per week during term time.</li> <li>• Any duration during vacations.</li> <li>• Employment as part of course related work placement (no more than half of total length of course).</li> <li>• No employment as a professional sports person (including a sports coach) or an entertainer.</li> </ul>