

Safer Recruitment Policy and Guidance for Schools

September 2023



CONTENTS

Section 1: Safer Recruitment Policy

- 1.1 Summary
- 1.2 Recruitment and Selection Policy Statement
- 1.3 Purpose
- 1.4 Scope
- 1.5 Principles
- 1.6 Definitions and Abbreviations
- 1.7 Equal Opportunities
- 1.8 Safer Recruitment Training
- 1.9 Legislative Considerations
- 1.10 Data Protection Act (2018)

Section 2: Safer Recruitment Guidance

- 2.1 Pre-recruitment Process
- 2.2 Interviews
- 2.3 Conditional Offer of Appointment and Pre-Employment Checks
- 2.4 Unsuccessful Candidates
- 2.5 Induction
- 2.6 Maintaining a Safer Culture
- 2.7 Volunteers
- 2.8 Agency and Supply
- 2.9 Students and trainee teachers
- 2.10 Employees transferring from one Oldham Council School to another
- 2.11 Recording Information on the Single Central Record (SCR)

Section 3: Appendices

- Appendix 1 Pre-Employment Checklist
- Appendix 2 Shortlisting Matrix Form
- Appendix 3 Gaps in Employment Form
- Appendix 4 Online Searches Form for Shortlisted Candidates
- Appendix 5 Guidance for Conducting an Online Search
- Appendix 6 Applicant's Self-Declaration for Criminal Convictions Form
- Appendix 7 Panel Assessment Form
- Appendix 8 Reference Request Form
- Appendix 9 Reference Request Letter
- Appendix 10 Invitation to Interview Letter
- Appendix 11 Guidance on Conducting Out Effective Interviews
- Appendix 12 Retention Checklist

SECTION 1

SAFER RECRUITMENT POLICY FOR SCHOOLS

1.1 Summary

This Recruitment and Selection Policy and Guidance has been produced in line with the Keeping Children Safe in Education Document (2022) as well as the Staffing and Employment Advice for Schools Document (October 2021). This policy aims to ensure both safe and fair recruitment and selection is practised at all times. Making safeguarding and the welfare of children an integral factor in recruitment and selection is an essential part of creating a safe environment. Adopting robust recruitment procedures is essential to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities within schools.

1.2 Safer Recruitment and Selection Policy Statement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The school is also committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance.

1.3 Purpose

To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

1.4 Scope

The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school-based staff. For maintained schools, where a Headteacher or Deputy Headteacher is being appointed the Governing Board will consult with the Oldham Local Authority about the recruitment process. The ultimate responsibility for recruitment and selection lies with the Governing Board although delegated responsibility is given to the Headteacher for all appointments other than leadership positions.

1.5 Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment
- All posts will normally be advertised
- The job description and person specification are essential tools used throughout the process
- Employees will be recruited based on knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member **MUST** have received training on "safer recruitment"
- Selection should be based on a completed application form, shortlisting and interview
- Monitoring and evaluation are essential for assessing the effectiveness of the process
- The Equality Act 2010 makes it a requirement to make reasonable adjustments to the recruitment process if an applicant makes the employer aware that they have a disability

1.6 Definitions and Abbreviations

- References to school can be any school or academy adopting this policy/guidance.
- In the case of academies Chair of Governors means Director of the Board or equivalent and the Governing Board is the Trust Board and Headteacher is the Principal
- SHRA is the Oldham Local Authority Senior Human Resources Adviser

1.7 Equal Opportunities

The School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation. Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Therefore, our aim should be that every internal and external applicant for a job within the School is considered against criteria, which relate only to the requirements of the job. Appointments are based on the candidate judged to be most suitable. Having a well-thought-out person specification that is free of any bias is advisable because that is the definition that has been written describing the best person for the job. Gathering information about nationality and ethnic group should only be gathered for monitoring. Further advice for schools on how the Equality Act affects them and how to fulfil their duties under the Act can also be found at [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/equality-act-2010-advice-for-schools).

1.8 Safer Recruitment Training

The objective of the recruitment process is to attract, select and retain staff who will positively contribute to the future development of the school. The first experience an individual has is important therefore those responsible for recruiting should: leave a positive image with unsuccessful applicants who may currently be involved in the school or the Local Authority or become future employees; give successful applicants a clear understanding of the post and expectations; and reduce the risk of poor selection decisions that can be costly, cause line management issues and may not meet the commitment to safeguard children. It's good practice to review your knowledge every two to three years and keep up to date with any changes in legislation that relate to safer recruitment.

1.9 Legislative Considerations

All appointments shall be consistent with the Council's obligations as an employer under current legislation including (but not limited to): Equality Act 2010, Data Protection Act 2018, Local Government and Housing Act 1989, Immigration, Asylum and Nationality Act 2006, Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

1.10 Data Protection Act (2018)

In implementing this policy, the school will ensure that any personal data relating to the application of this policy will be obtained, processed and destroyed in line with the requirements of the Data Protection Act 2018 (UK implementation of General Data Protection Regulation (GDPR)).

SECTION 2

GUIDANCE TO THE SAFER RECRUITMENT POLICY FOR SCHOOLS

2.1 Pre-Recruitment Process

The objective of the recruitment process is to attract, select and retain staff who will positively contribute to the future development of the school. The first experience an individual has is important therefore those responsible for recruiting should: leave a positive image with unsuccessful applicants who may currently be involved in the school or the Local Authority or become future employees; give successful applicants a clear understanding of the post and expectations; and reduce the risk of poor selection decisions that can be costly, cause line management issues and may not meet the commitment to safeguard children.

2.1.1 Planning

Planning is vital to successful recruitment. It is important to be clear about what qualifications and experience a successful candidate will need and whether there are any particular requirements for the post. It's an opportunity to consider other arrangements such as job sharing or part-time hours. If a fixed term or temporary contract is considered appropriate advice is available from your Senior HR Adviser regarding the possible implications. Adopting a structured recruitment process will: minimise the risk of unsuitability; ensure the capabilities and conduct of new staff; enable the school to 'track' progress and apply consistency; as well as ensure records of procedures are available for future reference.

2.1.2 Advertising

All posts should be advertised internally within the school (those on maternity and long-term absences must be informed of all suitable vacancies) and externally where appropriate. Headteacher and Deputy Headteacher posts are normally advertised externally. Occasionally a post may not be advertised where a similar post already has been and an appointment can be made from the subsequent interviews, or because a temporary appointment needs to be made quickly to ensure continuity within a post e.g. to cover long-term sickness absence. Advertisements should be clear and briefly state:

- Job title, hours, salary and location
- Contract terms e.g. permanent, temporary or fixed term
- Flexible Working
- Essential criteria and other requirements
- Description of the school
- How to apply and closing date
- Informal contact

Avoid using potentially discriminatory words like 'young' 'mature' or 'energetic' and/or images which might also be. The advertisement should include a statement similar to: *'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. Appointment to this post is subject to an enhanced DBS check'.*

Where the need for a temporary or fixed term post becomes a permanent one, the governing board will need to consider whether it is appropriate for the temporary postholder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post and the recruitment process that was undertaken.

2.1.3 Job Descriptions and Person Specifications

The job description and person specification will need careful thought. It is good practice to make sure that the recruitment pack including the application form is up-to-date, clearly sets out the extent of the relationships/contact with children and the degree of responsibility the person will have. This will also help to minimise the risk of making an unsuitable appointment.

A job description should include:	A person specification should include:
<ul style="list-style-type: none">• Job purpose – why the job exists• Main duties and responsibilities• The individual's responsibility for promoting and safeguarding the welfare of children and young persons they are responsible for or come into contact with (all work in a school or similar setting involves some degree of responsibility for safeguarding children).	<ul style="list-style-type: none">• Qualifications, experience and other job requirements• Competences and qualities

Care should be taken to ensure that discriminatory requirements are not included such as age limits. Consider alternative wording such as 'recent' experience rather than specifying a specific number of years. Ensure qualifications required are necessary. Physical requirements should only be specified where it could be demonstrated that physical strength is required.

2.1.4 Application Form

Applicants are required to provide: personal details; current and former names; current address; national insurance number; details of their present (or last) employment; reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps; qualifications including the awarding body and date of award; details of referees and; a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post; Schools should only accept copies of a curriculum vitae (CV) alongside a full application form as a CV own will not provide adequate information to support safer recruitment. Schools should include a statement in their application form that it is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children. It is recommended that schools provide a copy of their Child Protection/Safeguarding Policy and information on the employment of ex-offenders within the application information.

2.1.5 Scrutinising and Shortlisting

All applications should be scrutinised to ensure they're fully complete and that information is consistent to identify discrepancies and any gaps in employment. Incomplete applications should not be accepted. Discrepancies should be followed up at the shortlisting and interview stage. Repeated changes of employment without clear career or salary progression, or a mid-career move from permanent to supply/temporary work should be explored. Candidates should be assessed against the criteria in the person specification and these requirements tested during the selection process.

Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK: [DBS filtering guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/dbf-filtering-guide).

See Appendix 2 – Shortlisting Matrix

2.1.6 Online Searches

As part of the shortlisting process schools should consider conducting an online search which may help identify any incidents or issues that have happened which are publicly available online. KCSIE is clear that the advice should be followed unless there is good reason not to. To minimise the risk of discrimination and/or unconscious bias it's recommended that the search is carried out by a member of staff not involved in the recruitment process. The search is purely about whether the individual is suitable to work with children. If there is a good reason not to undertake the search, the school should record a rationale for this. It's important to note that the DfE is not encouraging employers to search candidates' social media as this could result in discrimination. Any information found which may make the applicant unsuitable to work with children should be given to the interview panel to discuss at the interview stage (taking into account the criminal record filtering rules described at point 2.3.3).

See Appendix 4 – Online Searches Form

2.1.7 References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. Schools should:

- Not accept open references or rely on applicants to obtain these
- Ensure one reference is the current/last employer, completed by a senior person (for school based, the Headteacher should confirm accuracy regarding disciplinary investigations)
- Verify information with the person who provided the reference and clarify content where information is vague or insufficient
- Verify the most recent period of employment where the applicant is not currently employed
- Secure a reference from the last time the applicant worked with children
- Ensure electronic references originate from a legitimate source
- Compare the application form with the reference and take up any discrepancies
- Establish the reason for the candidate leaving their current or most recent post
- Ensure any concerns are resolved satisfactorily before appointment is confirmed

References should be sought on all short-listed candidates (including internal) before interview to ensure safeguarding concerns can be explored. It might not always be possible to obtain these prior to interview but the school must ensure they're received, scrutinised and that any concerns are resolved satisfactorily, before the appointment is confirmed. All requests should seek objective verifiable information and not subjective opinion. The use of reference pro-forma can help achieve that. A copy of the job description and person specification for the post should be included and every request should ask about:

- Relationship with candidate - how long they've known them and in what capacity
- Person's ability to undertake the role, suitability and how they meet the person specification
- Suitability to work with children, highlighting any concerns
- Confirmation of the applicant's current post and salary
- Any capability procedures within the past two years
- Details of any disciplinary procedures for which the disciplinary sanction is current
- Details of any allegations or concerns raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, the outcome of those concerns and how the matter was resolved

Referees should be reminded that they have a responsibility to ensure information is accurate, doesn't contain misstatement/omission and that factual content may be discussed with the applicant. Schools should provide references in a timely manner and ensure the information confirms whether they're satisfied with the applicant's suitability to work with children. They should provide facts of any substantiated safeguarding concerns/allegations that meet the harm threshold but not include unsubstantiated, unfounded, false, or malicious information. Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) should not be

referred to in a reference. Past disciplinary action or allegations should be considered case by case. Cases where an issue was satisfactorily resolved, an allegation was unfounded or did not require a disciplinary sanction and where no further issues have been raised, are less likely to cause concern. Repeated concerns or allegations are likely to cause concern.

See Appendix 8 – Reference Request Form

2.1.8 Other Checks before Interview

If a shortlisted applicant claims to have specific qualifications or previous experience particularly relevant to the post that will not be verified by a reference, it is good practice verify these by telephoning the relevant previous employer and asking for written confirmation of the facts, exploring any discrepancies at the interview stage.

2.2 Interviews

The interview should assess the merits of each candidate against the job requirements and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

2.2.1 Invitation to Interview

Reasonable notice should be given and dates pre-arranged with the interview panel. Timetables should be set in advance and a contingency in place for the unexpected i.e. sickness. The invitation should include time and place, directions and panel names as well as information about how the interview will be conducted. Emphasise that the identity of the successful candidate will need to be verified alongside their right to work in the UK and inform them they'll be required to complete an Enhanced DBS Disclosure. Candidates should be asked to bring appropriate documents to satisfy these checks i.e. a current driving licence or passport including photograph, full birth certificate, **plus** a document which shows their name and address (and where appropriate change of name documentation). Copies of these documents and original or certified copies of certificates must be signed and dated by the verifier noting that it's a true copy and kept for the employee file. If these can't be produced, written confirmation of their relevant qualifications must be obtained from the awarding body.

See Appendix 10 - Invitation to Interview Letter.

2.2.2 Information pack to candidates

The pack should include a copy of:

- Application form and explanatory notes
- Job description and person specification
- Relevant information about the Local Authority, School and recruitment process
- Statements about equal opportunities, rehabilitation of ex-offenders etc
- School's Child Protection Policy Statement
- Terms and conditions
- Reference request that will be sent to previous employers to enable applicants to be alert to the information requested.

2.2.3 Interview Panel

It is recommended to have a panel of at least two to allow one member to observe, assess and make notes, while the candidate is talking to the other. This reduces the possibility of dispute over what was said or asked. Larger panels may be appropriate for more senior or specialist posts. The panel should have the necessary authority to make decisions about appointments, be appropriately trained and meet prior to interviews to discuss the required standard for the role, consider the issues to be explored with each candidate, who will ask about these and agree assessment criteria. A set of questions to ask all candidates should be agreed, avoiding hypothetical questions and responses

followed up. Where a candidate is known to a member of the panel it should be declared before shortlisting takes place. It may be necessary to change the selection panel to ensure there is no conflict of interest.

2.2.4 Scope of the Interview

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, their ability to support the safeguarding agenda, explore gaps in employment history and address concerns or discrepancies identified between the application and references supplied. If references are not obtained before the interview, the candidate should be asked if there is anything they wish to declare at that stage. Copies of notes relating to shortlisting and interview decisions must be retained for at least 6 months should any candidate complain of unfair selection or discrimination. The interview should assess the merits of each candidate against the job requirements and should always include a face-to-face even if there is only one candidate. Structured questions should be asked, and a range of selection techniques used to identify the most suitable person finding out what attracted them to apply, their motivation for working with children, exploration of their skills and examples of previous experience. Interview should explore the candidate's ability to form and maintain appropriate relationships and personal boundaries, emotional resilience in working with challenging behaviours, attitudes towards authority and maintaining discipline. Areas of concern should include gaps in employment.

See Appendix 11- Guidance on Conducting Effective Interviews

2.2.5 Involving Pupils

Involving pupils in the recruitment and selection process is recognised as good practice. Candidates for teaching posts might be asked to teach a lesson, be shown round the school by pupils and a senior member of staff and/or meet with pupils and staff. Pupils should be involved in a meaningful way. All information considered in decision making should be recorded along with decisions made.

2.3 Conditional Offer of Appointment and Pre-Employment Checks

2.3.1 Conditional Offers

Any conditional offer issued following a successful appointment should be subject to the satisfactory completion of appropriate pre-employment checks. For school's who purchase the Service Level Agreement (SLA) for HR Transactional and Payroll Services via the Oldham Local Authority, a contract will be issued to teaching and support staff which will state that if any of these checks do not satisfy the requirements of the Governing Board, then the offer of employment may be withdrawn or employment may be terminated where this may have already commenced (it is not advisable to commence employment of any new starter until these checks have been satisfied).

2.3.2 Pre-Employment Checks

Before any appointment is confirmed, pre-employment checks must be satisfied including:

- Verification of identity and Right to Work in the UK
- Two satisfactory references
- Medical fitness inc. occupational health referral and enquiries to most recent employer
- Verification of qualifications
- Satisfactory Enhanced DBS and self-declaration of convictions
- Completion of the 'Childcare Disqualification by Association' form (where relevant)
- Further checks if a person has lived or worked outside the UK inc. criminal records checks and a letter (via the applicant) from the professional regulating authority
- Further checks via Teacher Services for teacher status (QTS), completion of teacher induction and any imposed prohibitions, sanctions, restrictions and directions (e.g. Section 128), sanctions and restrictions

See Appendix 1 – Pre-Employment Checklist

2.3.3 Medical Fitness to Work

The Equality Act (2010) makes it unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work e.g. ensuring applicants for a PE teaching post have the physical capability to carry out the duties. Schools should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

2.3.4 Disclosure and Barring Service (DBS) and Rehabilitation of Offenders Act (1974)

Schools should liaise with their Senior HR Adviser to follow relevant guidance if a DBS certificate reveals information that a candidate has not disclosed in the course of the application process. If the disclosure information supplied is different from their original application, an explanation should be sought. The applicant may have forgotten or incorrectly remembered information on convictions from a long time ago. If a judgement is reached that they deliberately falsified their information this is taken into account when considering withdrawal. Deliberate falsification of an application, in any respect, will debar an applicant from appointment. Amendments to the Rehabilitation of Offenders Act 1974 provide that when applying for particular jobs, certain convictions and cautions are considered 'protected' which means they do not need to be disclosed, and if they are, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found here: [DBS filtering guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide). Filtering is the term used to describe the process that identifies which criminal records will be disclosed on a Standard or Enhanced DBS certificate (DBS check). Certain old or minor offences may not be disclosed, these are known as 'protected' offences. There is a list of offences that will always be disclosed on a Standard or Enhanced DBS certificate (unless they relate to a youth caution). These are known as 'specified offences' and are usually of a serious nature or are relevant for safeguarding children and vulnerable adults. All convictions resulting in a custodial sentence, whether or not suspended, will always be disclosed. Youth cautions (with the exception of Youth conditional cautions), warnings and reprimands will not be disclosed automatically on a Standard or Enhanced DBS certificate. Where a DBS Disclosure shows someone is disqualified from working with children by a Court; an applicant has provided false information 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 Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

See Appendix 6 - Applicant's Self-Declaration for Criminal Convictions Form

2.3.5 Teaching Regulation Agency (TRA)

The TRA (formerly GTC), are the body responsible for the following activities in England: the award of Qualified Teacher Status (QTS); the issue of induction certificates; hearing induction appeals and; the regulation of the teaching profession. Further information about the TRA can be found via: [Teaching Regulation Agency \(TRA\)](https://www.gov.uk/government/organisations/teaching-regulation-agency). Teacher Services is a free service employers can use to check the record of a teacher you employ or are considering employing. Teacher Services should be used before appointing a teacher to check for: the award of QTS; completion of teacher induction and; prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. Further information about this free service can be accessed via: [Teacher status checks: information for employers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/teacher-status-checks-information-for-employers)

2.3.6 Overseas Applicants

For applicants that have lived or worked outside of the UK, schools must undertake further checks. These checks include: criminal records checks; obtaining a letter (via the applicant) from the regulating body in the country / countries in which the applicant has worked; and confirming that no sanctions or restrictions are imposed and / or there are any reasons they may be unsuitable to work with children. The DBS Barred List (and their predecessors including List 99 and the PoCA List) can only provide information held by police forces in the UK but is unlikely to include details of any offences committed abroad. Not all countries provide this service, but the DirectGov website now

includes a list of those countries that do and details of how information can be obtained from other countries, at: www.gov.uk/dbs-check-requests-guidance-for-employers#overseas-applicants.

The nature and detail of information provided varies from country to country and offences in other countries do not necessarily correspond to offences in the UK. The requirement to provide an overseas criminal record certificate applies to anyone that has lived abroad for 12 months or more in the last 10 years. Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess suitability. Where not available, schools should seek alternative methods of checking suitability and / or undertake a risk assessment that supports informed decision making on whether to proceed with an appointment. In addition, overseas applicants will need to establish that they have the right to live and work in this country. In cases where an overseas criminal record check or certificate of good conduct is not possible, particular care must be taken with the other required checks, especially those of identity and qualifications, and obtaining satisfactory references. For more information, please see the following Home Office guidance: [DBS checks: guidance for employers - GOV.UK \(www.gov.uk\)](http://www.gov.uk/guidance/dbs-checks-guidance-for-employers).

2.3.7 Management Positions

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to: take up a management position in an independent school, academy, or in a free school as an employee; be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school, or; be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A section 128 direction will be disclosed when an enhanced DBS check with children's barred list information is requested, provided that 'child workforce independent schools' is specified on the application form as the position applied for. Where a person is not eligible for a children's barred list check but will be working in a management position in an independent school, a section 128 check should be carried out using the Teaching Regulation Agency's Employer Access service.

2.4 Unsuccessful candidates

Unsuccessful candidates should be contacted as soon as possible and it is good practice to provide feedback where requested. Start by positively thanking them for attending the interview, explain why they were unsuccessful i.e. they did not have the necessary skills or sufficient knowledge for that role. Take care not to make any discriminatory remarks. Feedback should only relate to the person specification and job description and aim to help the candidate in future interviews.

2.5 Voluntary-Aided (VA), Independent, Free School and Academies with a Religious Character

These schools may give preference to persons whose religious opinions are in accordance with the tenets of the religion of the school, who attend religious worship in accordance with those tenets, or who give, or are willing to give, religious education in accordance with those tenets. Religious criteria may not be applied to any other posts in a VA school unless there is a genuine occupational requirement. This might apply to a member of staff required to give pastoral care to pupils.

2.6 Induction

There should be an induction programme for all newly appointed staff, governors and other volunteers (including teaching staff) regardless of previous experience to provide training and information about: policies and procedures; support; expectations around conduct; clarification on roles or responsibilities and; to recognise any concerns or issues about the person's ability or suitability at the outset. The content of the induction process will vary according to the individual's role and previous experience but with regards to safeguarding and promoting the welfare of children, the following information should be included:

- Safeguarding Policies and Procedures e.g. Child Protection and Behaviour Policy
- Staff Code of Conduct

- Part One of the Keeping Children Safe in Education Document
- Details of Safeguarding training
- Contact details for Designated Safeguarding Lead (DSL)
- How to raise concerns
- Other relevant procedures e.g. disciplinary, capability and whistle-blowing

2.7 Maintaining a Safer Culture

It is vital that as part of a whole school approach to safeguarding to create a culture that safeguards and promotes the welfare of children. As part of this, it is important to adopt robust recruitment procedures that deter people who are unsuitable to work with children from applying. The need for continued awareness of safeguarding has been reinforced throughout this document. It's important that all staff have appropriate training and induction to understand their roles and responsibilities and that staff, pupils, and parents feel confident they can raise issues about the safety or welfare of children. Schools are advised to contact the Local Authority Designated Officer (LADO) and nominated Senior HR Adviser with any safeguarding concerns about existing staff.

2.8 Volunteers

When a school is actively seeking governors and other volunteers it should adopt the same recruitment measures as it would for paid staff. Where a known parent is asked to take on a particular role, a streamlined procedure can be adopted, carrying out an informal interview to assess suitability, seeking references and submitting an Enhanced DBS check. When accompanying teachers and pupils on day trips, helping at a concert or school fair, these measures aren't necessary provided the person is not left unsupervised with children. Where volunteers are recruited by another organisation e.g. sports coaches, the school should obtain assurance that the person has been properly vetted. Where no checks have been obtained volunteers should not work in regulated activity. If they require supervision this should be done by someone in regulated activity.

2.9 Agency and Supply

It is important thorough checks are made on anyone working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession. Schools must obtain written confirmation that the agency has carried out necessary checks including an Enhanced DBS. Where a teacher is directly employed following a period of agency work it is essential that the school carries out all of the checks normally conducted on a new employee. Schools must ensure that the person presenting themselves for work is the same person on whom the checks have been made.

2.10 Students and Trainee Teachers

The same checks detailed within this policy should be applied to students and trainee teachers. If trainee teachers are engaging in regulated activity relating to children, an enhanced DBS check (including children's barred list) must be obtained. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools should obtain written confirmation from the provider that it has carried out all pre-appointment checks and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the schools to record details of fee-funded trainees on the single central record. However, schools may wish to record this information under non statutory information.

2.11 Employees Transferring From One School/Academy to Another/Joining from Another Authority

New checks should be carried out for each and every external appointment. A previous school's checks cannot be accepted.

2.12 Recording Information on the Single Central Record (SCR)

Schools must maintain a single central record of pre-appointment checks. This must include all staff, including teacher trainees, agency and third-party supply staff (even if they work for one day). For independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

For agency and third-party supply staff, schools must include whether written confirmation has been received from the supplier that relevant checks have been carried out and the appropriate certificates obtained, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The SCR must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- Identity check, (identification checking guidelines can be found on the GOV.UK website);
- Standalone children's barred list check
- Enhanced DBS check (with children's barred list check) requested/certificate provided
- Prohibition from teaching check
- Further checks on people who have lived or worked outside the UK
- Check of professional qualifications,
- Check to establish the person's right to work in the United Kingdom
- Details of section 128 checks undertaken for those in management positions (Independent schools (including academies and free schools)).

Schools are free to record any other information they deem relevant although schools should keep in mind their obligations under GDPR and the Data Protection Act 2018 to hold sensitive personal data securely and only where there is a good reason to do so.

Appendices

APPENDIX 1

PRE-EMPLOYMENT CHECKLIST

Recruitment Activity	
Training - at least one member of the panel is Safer Recruitment trained	
Advertising - includes reference to safeguarding and promoting welfare of children	
Application Forms - employment history provided and gaps explained.	
Shortlisting - same panel for shortlisting and interview	
Self-declaration for convictions – completed by shortlisted candidates only	
Invitation to interview – letters sent to shortlisted candidates including information on identity documents, instructions and directions	
Panel - at least 2 panel members assigned, Qns/assessment criteria agreed	
Qualifications - checked on day of interview. Original certificates provided and/or copies certified by awarding institutions. Evidence of all academic/professional qualifications obtained	
Identity - verified on day of interview. Original documents seen and copies placed on personnel file, signed and dated by the person certifying them	
Conditional Offer – subject to satisfactory clearances	
Right to work in UK - satisfactory evidence provided to verify right to work in the UK	
Enhanced DBS Check - satisfactory disclosure certificate received and recorded on SCR / 'certificate of good conduct' obtained for overseas candidates	
Medical Clearance - Occupational health confirmation that the candidate is both physically and mentally fit to undertake the post.	
TRA – contacted to verify teacher is qualified to teach	
QTS - confirmed for employing teachers in maintained schools or exemption evidenced	
For Teachers - Statutory induction completed for teachers who obtained QTS (after 7 May 1999). Candidate has provided documentary evidence to show successful completion.	
Teachers Pensions Scheme (TPS) - full-time and part-time teachers automatically enrolled onto TPS from the date they start unless they have requested to opt out. LGPS – support staff automatically enrolled into the scheme from the date they start unless they opt out	
Supply Teachers - written confirmation obtained from the agency that all appropriate pre-employment checks have been undertaken. Where the DBS Certificate contains information a copy of this has been seen.	
Volunteers - follow the above list for volunteers	

	Candidate Number									
	1	2	3	4	5	6	7	8	9	10
Education & Qualifications: (add criteria below)										
Knowledge & Experience: (add criteria below)										
Skills & Abilities: (add criteria below)										

Should any candidate complain of unfair selection or discrimination your shortlist and interview decisions must be available, it is advisable to keep copies to assist you should a complaint be made

Please also note, copies of any notes relating to your shortlisting and interview decisions are important to keep for at least 6 months

GAPS IN EMPLOYMENT FORM

Name: _____

Headteacher: _____

Please fully complete this form ensuring that dates are in order and that all gaps in employment are accounted for from the age of 16. If there are any periods spent outside of the UK, please provide details including the location and purpose of the time spent. Please also provide details of any periods where you have been unemployed comments to outline what you were doing whilst not in employment.

Name/address of previous employers (start with current or most recent employment and work back)	Job Title	Date Started Month/Year	Date Ended Month/Year	Full Time/Part Time/ temporary/ voluntary	Reason for leaving/ comments

I confirm that any gaps in employment have been included on this table and should there be any anomalies on this form compared to the application form, this is the correct record of employment history.

Signed by Applicant: _____

Date: _____

Signed by Manager: _____

Print name: _____ Date: _____

ONLINE SEARCHES FORM FOR SHORTLISTED CANDIDATES

220. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview (KCSIE 2022).

How to use this form

- Use the 'Search Parameters' column.
- Make a separate copy for each candidate, completed by a nominated employee who will be carrying out the searches. They should not be involved in the shortlisting/interview process or participate in any recruitment decisions.
- Return the form to the Chair of the Recruitment Panel before the interview stage - the Chair should raise any concerns with the candidates as part of the interview process.

.....

Candidate name:
Role shortlisted for:
Nominated person's name:
Date and time of online search:

SEARCH PARAMETERS	CONCERNS RAISED
<p>List Search Engine Used:</p> <p>E.g. Google</p> <p>List the search 'terms' used to look at the first page of results:</p> <p>E.g.</p> <ul style="list-style-type: none"> • Candidate name • Candidate name + current school/employment • Candidate name + previous school/employment • Candidate name + educational institution • Candidate name + job title <p>List Websites Searched:</p> <p>The candidate's name was typed into the search function of the following websites:</p> <p>E.g.</p> <ul style="list-style-type: none"> • LinkedIn • School's website 	<p>Only record information that suggests the candidate:</p> <ul style="list-style-type: none"> • Is unqualified for the role • Poses a potential safeguarding risk • Risks damaging the reputation of your school/trust <p>Do not include any irrelevant personal information.</p> <p>(It is important to note that the DfE is not encouraging employers to search candidates' social media. Schools should not be looking at Facebook, Instagram, etc. as this could introduce bias into the recruitment process and result in potential discrimination (<i>Safer Recruitment Consortium 2022</i>).</p>

APPENDIX 5

GUIDANCE FOR CONDUCTING AN ONLINE SEARCH

Define the scope of the search:

Decide in advance where you'll look, what you'll search for, and what you're looking for. Set out the scope and purpose of your search in writing, for example in your Safer Recruitment Policy or in a set of instructions for the person carrying out the search.

Tell applicants they'll be subject to an online search if shortlisted:

Tell them the search isn't part of the shortlisting process itself, and that they'll have a chance to address any issues of concern that come up during the search at interview. Include this statement in the job description, or in an email to candidates confirming that you've received their application.

Have a different member of staff carry out the searches:

Finding out personal information about a candidate can lead to unconscious bias. This means the person doing the searches shouldn't have any involvement in conducting interviews or making recruitment decisions. Provide a clear list of searches to conduct. Make sure the searcher doesn't share any irrelevant personal information from the search with the interviewers. They should only share information that suggests the candidate: is unqualified for the role; poses a potential safeguarding risk or: risks damaging the reputation of your school or trust.

Use the online search record at Appendix 4. This will help you record: who carried out the search; which search terms were used and which sites were looked at; the date and time of the search; details of any concerns raised. It shouldn't include any irrelevant personal information.

Raise any concerns during the interview:

Always give the candidate the chance to comment on issues or incidents that arise from an online check.

What to look for:

Use the online search to confirm a candidate's eligibility and identify any potential safeguarding concerns or risks to your school's reputation. For example, it might reveal: a work history that doesn't match the application form and references; an education history that doesn't match the stated qualifications; attitudes that suggest the candidate is unsuitable for the role or risks damaging your school's reputation. However, **be cautious**, because the results of an online search may be misleading. Any information you find may be: out of date; out of context or untrue or relate to someone else (for example where a pseudonym name for social media is used). Asking candidates about any issues of concern that come up in your search can avoid any confusion and could explain inaccuracies.

Be consistent when carrying out searches:

Make sure you're conducting the same searches on every shortlisted candidate for a role. This is important because it will: reduce your risk of being accused of bias; limit

the amount of personal information you find and; save you time. Before beginning your search, create a list of where you'll look for information. Follow the same list as a guide for every shortlisted candidate. It should cover: the websites you look at; the exact search terms you'll use, for example, 'candidate's name' + 'current school/employer'.

Consistency is crucial for social media searches:

Social media profiles are most likely to contain irrelevant personal information, including protected characteristics, and risk accusations of bias in the hiring process. A consistent approach to social media might include: searching for candidates on the same websites; a policy of only looking at public profiles - accounts that anyone can view - and never trying to connect with candidates in order to access restricted profiles; a limit on the number of profiles you'll look at to try and find the correct candidate; a consistent response to any internet filtering system your school has. For example, if Facebook is blocked on the school network, you shouldn't look at Facebook profiles for any candidates. You won't be able to guarantee that you find the same amount of information on every candidate. Different people will have different privacy settings and online presences. However, if you carry out the same checks on every candidate, you are still treating each of them the same way.

APPENDIX 6

APPLICANTS SELF DECLARATION FOR CRIMINAL CONVICTIONS FORM

As an applicant it is an offence to apply for a role that involves engaging in regulated activity relevant to children, schools and colleges if you are barred from engaging in such activity.

We are committed to safeguarding and promoting the welfare of children, young people and families. We expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and successful candidates will be subject to an enhanced DBS and other relevant checks.

Any offer of employment will be subject to these checks being carried out to ensure that you are not subject to a prohibition order or an interim prohibition order. An online search may also be completed in line with the Keeping Children Safe in Education (KCSIE) Guidance.

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. Amendments to the Act provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected' meaning they do not need to be disclosed, and if they are, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found via: [DBS filtering guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide).

Shortlisted candidates are asked to provide details of all convictions, cautions, reprimands or final warnings that are not "protected" **prior to the date of the interview** and may be asked for further information during the recruitment process. Please fully complete and return the form below.

If you are successfully appointed to the role, this information will be checked against information from the DBS before your appointment is confirmed. Please note that a conviction will not necessarily be a bar to obtaining employment - this will depend upon the nature of the offence(s) and when they occurred. All information will be kept confidential and managed in accordance with the Data Protection Act 2018. Failure to disclose any disclosable criminal convictions could lead to your application being rejected. If it is subsequently discovered, following appointment, that you have failed to disclose any disclosable criminal convictions, this will be determined as an act of gross misconduct, and you may be summarily dismissed. A referral to the Police will be made where appropriate.

Applicant Name (including title and preferred name):	
Position Applied For:	
Do you have any convictions or adult cautions that are unspent under the Rehabilitation of Offenders Act 1974? \	YES / NO
Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020? (Y/N)?	YES / NO
As this post is working in regulated activity with children, please state whether you are included on the DBS children's barred	YES / NO

list?	
<p>If you answered yes to either of the above questions, please set out the following details:</p> <ul style="list-style-type: none"> • Date of each conviction / pending hearing / reprimand / warning; • The offence; • The sentence; and • The Police Force / Court involved. <p><i>Continue on a separate sheet if necessary.</i></p>	
(Teaching posts only) Are you, or have you ever been, prohibited from teaching or been sanctioned by the TRA (formerly GTC)?	Yes / No / Not applicable
If yes, please provide details here	
(Management posts in independent schools / academies only) Have you been prohibited from management of an independent school (s128)? Yes / No / Not applicable	YES / NO
If yes, please provide details here	
Have you lived or worked outside the UK for 12 months or more (whether continuously or in total) in the last 10 years, while aged 18 or over? Yes / No	YES / NO
If yes, please provide details here	
Are you subject to any sanctions relating to work with children in any country outside the UK?	YES / NO
If yes, please provide details here	
(Applicants for posts in early years or later years childcare (wrap around care) only) The Disqualification under the Childcare Act 2006 Regulations (2018) state that anyone employed to care for children in early years (children under the age of 5) or later years (wrap-around care for children under the age of 8) is disqualified from that work if they meet certain criteria. These criteria include (this is not an exhaustive list): <ul style="list-style-type: none"> • Certain serious criminal offences 	YES / NO

<ul style="list-style-type: none"> • Court orders relating to the care of your own child • Being prohibited from private fostering <p>Do you have any reason to believe you are disqualified from working in childcare?</p>	
Confirmation of Declaration (<i>tick box below</i>)	
	I agree that the information provided may be processed for recruitment purposes and I understand that an offer of employment may be withdrawn or dismissal may result if information is not disclosed by me and subsequently come to the organisation's attention.
	If successful, I agree to inform the organisation, of any investigations by any agency or organisation in relation to any concerns, criminal arrests, cautions, investigation, offences and/or convictions which may have taken place during or outside of the workplace.
	I understand that the information contained on this form, the results of the DBS check and information supplied by third parties may be supplied by the organisation to other persons or organisations in circumstances where this is considered necessary.
	I declare that all the information I have provided in this disclosure is full and correct at the time of application and that I have not omitted anything that could be relevant to the appointment of someone who will work with children. I understand that the recruitment panel may be made aware of any relevant information that I have disclosed in order to discuss matters with me as part of the recruitment process and that, if my application is successful, a risk assessment of the disclosed information will be held securely on my personnel file.
Applicant Signature:	
Print name:	
Date:	

Please note that, if you are unsuccessful, this disclosure form will be securely destroyed 6 months from the date of interview.

PANEL ASSESSMENT FORM

APPENDIX 7

Panel Member.....

Scoring: 0 =answer unsatisfactory 1 = satisfactory 2 = good 3 = very good

	Question	Suggested Key Points	Notes	Score
1				
2				
3				
4				
5				
6				
7				
8				

Total:

REFERENCE REQUEST FORM

Reference for:
Post of:
Job Reference No:

- If you have employed this person, please answer the questions in Section 1, 3 and 4 (only complete 4, if applicable).
- If you have not employed this person but know them personally, please answer the questions in Section 2 and 3.

SECTION 1 – Employment Record

1. Dates of Employment	From:	To:
2. In what capacity have you known and/or worked with this person?		
3. Has the applicant any outstanding disciplinary matters on record?	Yes / No	
4. If yes, please provide details:		
5. Have you any cause for concern about their performance? If yes, please provide details	Yes / No	
6. Has the applicant been subjected to any capability procedures during the past two years? If yes, please provide details:	Yes / No	
7. Would you consider this person for re-employment if there were a suitable vacancy?	Yes / No	
8. Please highlight any areas of development they may have		
9. How well do you consider the applicant manages others (if relevant)?		

SECTION 2

1. How long have you known this person?	
2. What is your relationship to them?	

SECTION 3

1. Please comment on your experience of the applicants competence in relation to the requirements identified in the attached person specification / current School Teachers Pay & Conditions Document (STPCD).	
2. In relation to the duties and tasks in the job description, has the applicant relevant or related experience?	
3. Please comment on the applicant's ability to function under pressure.	

SECTION 4 (PLEASE COMPLETE THIS SECTION IF THE POST APPLIED FOR INVOLVES WORKING WITH CHILDREN OR VULNERABLE ADULTS)

1. Can you confirm whether or not, under the provisions of child protection, a Disclosure and Barring Service (DBS) Check has been received by your organisation? If yes, can you provide the date when the check was completed? If no, have you accepted that another Local Authority obtained this? If yes, can you provide the date when the check was completed?	Yes / No Date: Yes / No Date:
2. Since this post is considered exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions Order 1986), please provide any information you have about any convictions received by this person (which aren't protected by the DBS Filtering Guidance).	
3. Do you consider the candidate suitable to work with vulnerable adults and/or children?	Yes / No

Please confirm whether this candidate will receive a copy of this reference from you or otherwise know its contents.	Yes / No
----------------------------------------------------------------------------------------------------------------------	----------

YOUR DETAILS

Name (please print): Job Title (if applicable): Company (if applicable): Signature: Date:

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS FORM.

REFERENCE REQUEST LETTER

Dear

Reference request for

The above candidate has given us your name as a referee. I would be very grateful therefore if you would complete the enclosed reference form and return it to this address.

This form has been designed to follow the DfE recommendations for staff within schools and I would be most grateful if you could complete all sections.

To give you a better awareness of the nature and demands of the job the applicant has applied for, I enclose a copy of the relevant Job Description and Person Specification.

Information provided on this reference request will only be used for the purposes of recruitment and selection and will be held in accordance with the Data Protection Act 2018.

I would be grateful if you would return this form within seven working days.

Thank you for taking the time to complete this reference. Should you have any queries please contact

Yours sincerely

.....

Enc. Job Description and Person Specification

APPENDIX 10

INVITATION TO INTERVIEW LETTER

Dear Candidate,

Re: (Insert Post Title)

Following receipt of your application form we are pleased to tell you that you have been short listed for the above post and are therefore invited to an interview on (insert date). The interview will take place at (time) and will be held at (address). Directions to the school/venue are enclosed for your information and you will be met upon arrival at the main reception area.

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

In preparation of your interview, you are requested to create a 15-minute presentation on the subject of (subject) and present to the panel immediately following the interview. Do not hesitate to contact us if you require any equipment or resources.

The panel will comprise of (panel names and titles):

The interview will take places as follows:

<TIME>	Panel Interview	45 minutes
<TIME>	Questions from panel and candidate	20 minutes
<TIME>	Presentation	15 minutes

The selection process and interview questions have been structured around the job description and person specification 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.

This post is subject to a Disclosure and Barring Service (DBS) check and it will be necessary to complete an application form for an Enhanced Disclosure. Please bring documentary evidence of your identity suitable for such a check. (i.e. either a current driving license or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows your current name and address and where appropriate change of name documentation. Shortlisted candidates are asked to provide details of all convictions, cautions, reprimands or final warnings that are not “protected” **prior to the date of the interview** and may be asked for further information about your criminal history during the recruitment process. This self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed. **Please complete and return the Disclosure Form to the school at least one day prior to interview in a sealed envelope marked “Confidential.** Please also bring with you original documents for qualifications gained.

I would be grateful if you could contact (name) on (telephone number) to confirm your attendance. If you have any questions relating to the selection process (name) will be happy to respond to them. Please also let (name) know should you require any adaptations for your interview.

I look forward to meeting you on (date).

Yours sincerely,

(name)
Headteacher

APPENDIX 11

CARRYING OUT EFFECTIVE INTERVIEWS

Planning

- Before the interview all interviewers must ensure they have:
 - ✓ Studied the job description and person specification
 - ✓ Read through and noted any areas of concern on application forms for shortlisted candidates
 - ✓ Clarified that references received are accurately portrayed in the application form
 - ✓ Prepared questions to elaborate on the application
 - ✓ Interview assessment sheets ready to make notes during the interview
 - ✓ Information relating to terms and conditions of employment
 - ✓ Knowledge of special requirements arranged (if needed) for candidates with a disability
 - ✓ Informed the staff at Reception that the interviews are taking place
- Arrange for the panel to meet at least 15 minutes before the first candidate to ensure that they have time to agree the role of each interviewer and the sequence/structure of questioning.
- Draft questions in advance, e.g. at the shortlisting stage related to the person specification. The approach, content and structure should be applied consistently to all candidates.
- Questions should be designed to obtain information for assessing each candidate against the person specification; questions of a discriminatory nature must not be used, e.g. asking if a female candidate intends to have any children in the future.
- Prepare a short introduction of the panel and background to the School.
- Effective interviewing should be a two way process.

The Object of the Interview

- Learn more about the candidate e.g. establish knowledge and to assess against the criteria.
- Assess the candidate's attitude towards children and young people can be assessed through conversation and careful questioning.
- Check for gaps in employment - particularly important when working in schools but may also draw out other skills derived from other life experiences or voluntary work.
- Give candidates a fair chance.
- Restrict questions to job related criteria but probe where significant information is revealed.
- Provide information about the School in a positive way.
- Encourage candidates to talk and relax, ask them open questions.
- Inform candidates about the job, reward package, duties etc.
- Select the best candidate.

Concerns will arise where discrepancies exist between the information provided by the candidate and/or a referee. These should be checked with the referee before the interview where possible and taken up with the candidate during the interview.

Poor Recruitment Practice

- Focusing solely on academic qualifications/practical skills. This approach will fail to identify unsuitable behaviours
- Appointing 'because there is no one else'
- Talking rather than listening – talking too much and not questioning the candidate could result in recruiting someone who does not fit the role.
- Using instinct – liking a candidate and not questioning and listening effectively could prove costly.

- Failing to study the application form, job description and person specification – this may result in an under or over-qualified employee leading to performance problems.
- Keeping a closed mind – having an image of exactly the qualities required and not considering any other qualities may result in missing someone special who might enhance the team.
- Missing vital information – asking rigid questions and failing to probe or notice passing comments could result in failing to find what the candidate is really like.
- Not allowing the candidate to ask questions – the type of questions a candidate asks indicate the criteria they want from the job.
- Not putting all the information relating to the candidate together – comparing the assessment forms, interview answers, test results, references etc. This is more reliable than using only part of the information available.
- Accepting a short answer and moving on - probe and ask further question if required.

Examples of Open Questions

Tell me about...	Give some examples which you think reflect these qualities...
Please describe...	What attracted you to teaching/caretaking in a school..?
What if..?	Give examples of situations where you have had to...
What do you think are the qualities..?	How have you managed a situation where..?

- Appropriate questioning during the interview process will encourage unsuitable applicants to display unsuitable behaviour/attitudes.
- As a rule, the candidate should be asked to relate their actual experiences, attitudes and abilities. Hypothetical questions should be avoided where possible. However, they may be necessary with an inexperienced candidate, or someone who has not worked with children before.

Identifying Concerns at Interview

- Recruitment panels ought to be concerned where the candidate demonstrates:
 - Attitudes which attribute adult experience and knowledge to children, especially sexual knowledge or behaviour
 - Disproportionate amount of extra-curricular time spent in activities involving children
 - Personal life/work imbalance, including paucity of adult relationships/leisure pursuits
 - Attitudes which appear to underestimate the incidence and impact of sexual abuse
 - An inability to recognise or respect boundaries around physical contact
 - An inability to appreciate or describe the appropriate boundaries of a professional relationship with children or to distinguish between appropriate and inappropriate behaviour

Concluding the interview

- Interviews should last long enough to obtain the information required to make a decision, approximately 30 - 60 minutes
- Try not to overrun and given consideration should be given to other candidates.
- Candidates should be informed in advance if a two stage interview process is required - notes should be retained from the first stage to inform the second interview stage.
- Candidate should be informed of the next stage e.g. interviews are continuing for a week and that they will be informed by a certain date.

APPENDIX 12

Retention Checklist

Recruitment Documents and Retention Checklist

DOCUMENT/CHECK	COMMENTS	SINGLE CENTRAL RECORD	RETENTION PERIOD
Application form	Unsuccessful applicant	No requirement for a record on the SCR	6 months
	Successful candidates application form MUST be retained	No requirement for a record on the SCR	Remains on employee file
Identity documents	MUST be original documents including: current driving licence or passport inc. photograph, or full birth certificate, plus a document such as a utility bill or financial statement showing the current name and address (and change of name documentation) within a valid time period if there are expiry dates. If applying for a DBS requirements can be checked via: Check someone's criminal record as an employer. Checks you can make on someone's record - GOV.UK (www.gov.uk) If a candidate is on the Update Service you MUST still check identity. Copies MUST be retained and the person checking must sign and date the photocopy to verify this.	Copies of documents are not required to be kept on the SCR however the type of documents used should be recorded together with the date they were checked	6 years from last date of employment
Right to work in the U.K documents	Eligibility to work in the UK can be checked via: Checking a job applicant's right to work - GOV.UK (www.gov.uk) . Acceptable documents can be found at: Employers' right to work checklist - GOV.UK (www.gov.uk) . Further checks must be undertaken with limited right to work: Check if a document allows someone to work in the UK - GOV.UK (www.gov.uk) . Electronic records retained. For passports and travel documents copies these must inc. front cover, date of expiry, photographs and signature, pages containing employee's personal details including nationality and pages containing a UK government stamp, or endorsement (you should copy other documents in their entirety). Copies must be signed, dated and certified as a true copy. For sponsored employees more documents are required (the requirement to check right to work and retain copies does not apply to staff appointed before 27 th January 1997).	Copies of documents are not required to be kept on the SCR however the type of documents used should be recorded together with the date they were checked	6 years from last date of employment
DBS Checks	Copies should not be kept for longer than six months unless by agreement in exception circumstances. A school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken.	Record the reference number of the certificate, date the certificate was obtained and who saw it.	If the original certificate is retained Maximum of six months after recruitment
Qualifications	Retain copies of all certificates required for the job e.g. QTS or NPOH. Original documents must be seen and copies verified.	A description of the evidence seen and date MUST be recorded.	6 years from last date of employment
References	MUST be retained inc. notes of any telephone conversations with a previous employer.	No requirement.	6 years from last date of employment
Overseas Criminal records	In addition to a record of a DBS check retain certificates of good conduct from relevant embassies or police forces	A description of the evidence seen and date must be recorded	6 years from last date of employment
Online Checks	Copies of documents are not required to be kept on the SCR searches do not reveal any relevant information however school may choose to record the date the check was undertaken. Where relevant information is retrieved, this should also be retained on the candidate's file along with records of discussions and decisions made with respect to it for no longer than 6 months.	Copies of documents are not required to be kept on the SCR however schools may choose to record the date the check was undertaken.	Maximum of six months after recruitment

(There is no requirement to keep copies of any documentation seen in order to check the identity of workers supplied by a third party, for example agency and contracted staff).

Record of document review and amendments		
Date	Amended by	Comments
Sept 2017	VF/DT	A number of updates throughout.
January 2021	JB	Reviewed no changes
September 2023	VF	A number of updates throughout.