



# **Safer Recruitment in Schools Policy & Procedure**

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## **Policy Statement**

The recruitment of talented and high performing teachers and non-teaching staff is crucial to ensure children receive the best possible education.

This policy and procedure provides a framework for the safe recruitment of employees and workers to help safeguard children in line with statutory policy and guidance outlined in the Department for Education's 'Keeping Children Safe in Education' document. It is vital that schools adopt recruitment and selection procedures that help to deter, reject or identify people who might abuse, or are otherwise unsuitable to work with, children and/or young people including contractors, self-employed or unpaid volunteers.

Adopting a structured recruitment process which is applied consistently will minimise the risk of appointing someone who is unsuitable to work with children and help ensure that the capabilities of the individual closely match the needs of the school. In addition it should help to ensure that the process is sufficiently rigorous to have a complete picture of the applicant at an early stage.

## **1. Scope and Purpose**

The policy applies to Governors, Headteachers, Leadership, Teaching and non-teaching employees at the school to recruit talented and high performing people to provide a safe environment for the protection of children whilst delivering high quality education and learning.

## **2. Safer Practice**

Safer practice in recruitment means thinking about and including issues relating to safeguarding and promoting the welfare of children at every stage of the process. It starts with planning the recruitment, and ensuring that the advertisement makes clear the School's commitment to safeguarding children. It also requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants.

There are several elements of this process, including:

- Obtaining comprehensive information from applicants, scrutinising the information and satisfactorily resolving any discrepancies or anomalies;
- Obtaining two independent professional references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- Holding a face to face interview, as well as assessment days where appropriate, that explores the applicants suitability to work with children as well as his/her suitability for the post;
- Checking all previous employment history and experience, including any gaps;
- Carrying out pre-employment checks, such as criminal record checks and prohibition checks.

It is important not to rely solely on criminal record and barring list checks to screen out unsuitable applicants. These checks are an essential safeguard, but they will only pick up the small percentage of abusers who have been convicted, have come to the attention of the police or who have been listed. The majority of individuals who are unsuitable to work with children will not have any previous convictions and will not appear on barred lists.

### **3. The Legal Framework**

#### **3.1 Equality Act**

The Equality Act 2010 exists in order to protect individuals against discrimination in employment on the grounds of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

#### **3.2 Fluency Code**

Part 7 of the Immigration Act 2016 requires public authorities to ensure that any person who works in a customer-facing role speaks fluent English.

Teachers have a statutory requirement under the code. Teachers in maintained schools must be appraised annually against the Teachers' Standards which states that teachers must "Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject."

It must be ensured that all those involved in the recruitment process understand the level of English fluency required for the role and have an objective means of assessing applicants against criteria.

### **4. The School Policy Statement**

The school policy statement should be an explicit statement about the school's commitment to safeguarding and promoting the welfare of children, for example:

*'This School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work'.*

The school will need to produce or adopt a policy statement to demonstrate the school's complete support for the protection and safeguarding of children and/or young people. The statement should then be included in/on:

- Publicity materials
- Advertisements
- Applicant Information Packs
- Person Specifications
- Job Descriptions
- Competency Frameworks
- Induction training

## 5. Planning

Before taking any action ask yourself the following questions:

- Is the work still necessary?
- Can it be done by someone else in the school?
- Can the school reduce the hours or consider flexible working arrangements / fixed-term contracts?
- Are there any budget concerns / requirements in the short term?

If the answer to any of these questions is yes, review the requirement for the role or the terms of the vacancy.

Posts should not be offered as fixed term or temporary unless there is a justifiable reason, for example:

- Maternity cover.
- Specific project with additional funding.
- Long term sickness.
- Pending permanent recruitment due to increased role numbers.

Fixed term employees receive additional employment protection through The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, to protect them from unfavourable treatment by employers. After two years continuous employment (which they may transfer in on recruitment) they are potentially entitled to redundancy payments (if covering a vacant/project based post) and release of pension benefits (if they qualify) and unfair dismissal protection rights.

### 5.1 Careful Planning is Essential.

Planning should include:

- Identifying who should be involved e.g. administrative support for the process, short listing, answering queries from potential applicants, interviewing, carrying out tests/classroom assessments if appropriate.
- Assigning responsibilities and ensuring those individuals involved are firmly committed to agreed tasks and dates.

- Agreeing the key stages of the process, including dates/deadlines.

Allowing sufficient time for all processes/enquiries to be completed at each key stage is essential.

Overall, a carefully structured recruitment process should ensure consistency and will enable the school to:

- Minimise the risk of appointing someone unsuitable.
- Track steps in the process in the event of queries from management or applicants.
- Retain written records of the completed process in the event of questions or challenges from applicants or their representatives
- Satisfy Ofsted safer recruitment requirements.

The use of checklists (see Appendix 1) provides an essential evidence trail in the event of queries, challenges, and inspections.

## **6. Job Evaluation**

If the vacancy is a new support staff role and a job description and person specification does not exist, it will be necessary for job evaluation to take place. Job evaluation will also need to take place if the responsibilities and day to day duties of the role have changed i.e. you have made changes to the job description and/or person specification.

Further information on this process can be obtained from the Council's HR Service Team.

## **7. Job Description and Person Specifications**

When preparing to recruit, the job description, person specification and all other material that will form part of the applicant information pack should be reviewed to ensure that it is up to date and still meets the requirements of the school.

Job descriptions and person specifications are key documents which underpin the recruitment and selection process and should be clear and concise to enable you to make an effective and justifiable appointment.

These documents should also clearly set out the extent of the relationships and contact with children plus the degree of responsibility for children.



## 7.1 Job Description

The job description should clearly state:

- The main duties and responsibilities of the post, including those for which an allowance is payable
- The individual's responsibility for promoting and safeguarding the welfare of children and young people that they are responsible for, or comes into contact with.
- Details of the post including job title and a breakdown of any supervisory and/or budgetary responsibilities.
- The ability to fulfil all spoken aspects of the role, involving speaking fluent English (if a customer facing role).

Where the person will not work with children but may have direct contact with them, then include a duty of promoting and safeguarding the welfare of children and young people.

A Job Description template can be found in Appendix 2.

## 7.2 Person Specification

The person specification of the post to be advertised will need careful thought and drafting, and care must be taken to avoid unintentional contravention of Equality legislation.

The person specification should separate essential and desirable criteria. This will include:

- The qualifications, experience and any other requirements needed to perform the role.
- The competences, skills and qualities that the successful applicant should be able to demonstrate; and
- An explanation of how these requirements will be tested and assessed during the selection process.
- A clear statement in the 'essential criteria' that the person must be suitable to work with children, or if the post does not involve working with children, that the person must be suitable to work in an environment where children are regularly present during the post holder's working hours.
- Point out that the above will be explored and assessed as part of the selection process.
- Ability to speak fluent English (if a customer facing role).

The person specification must be specific, relevant to the requirements of the posts, measurable (i.e. criteria which can be tested or assessed) and justifiable.

A Person Specification template can be found in Appendix 3.

## **8. Advertising**

The advert should be drafted after the person specification and job description have been finalised so that the essential qualifications, experience and qualities can be included. This will help to ensure the school gets appropriate, and not unwanted, enquiries.

It is also important that any adverts do not unwittingly contravene the Equality Act 2010.

If the role is customer facing, in order to satisfy fluency code requirements you could use the following wording *'You must have a command of spoken English which is sufficient to enable you to effectively perform the role. This requirement relates to Part 7 of the Immigration Act 2016'*.

When a vacancy is advertised, the advertisement should include a statement about the school's commitment to safeguarding and promoting the welfare of children and the requirement for a criminal records check via the Disclosure and Barring Service (DBS).

When producing a job advert it should be tailored to the role and contain relevant post information i.e. hours, salary, contract type. You also need to carefully consider:

- Where to place the advert.
- The audience you wish to reach.
- The cost implications.
- Your timescale.
- The start date.

Do not:

- Use catch-all adverts, job descriptions, person specifications
- Assume applicants will know about the school or the advertised role without relevant details being included in the advert (and information being sent out to potential applicants).

A Job Advert template can be found in Appendix 4.

## **9. Application Form**

An application form, as opposed to CV's, must always be used in the selection process. This applies to all posts.

The main advantages of application forms are that they provide the following information:

- Personal details.
- Present employment and reason for leaving.
- Full history since leaving school (education and employment or voluntary work).
- Qualifications.
- Referees.
- Personal statement to meet person specification.
- Signed declaration about any relevant criminal record.
- Signed declaration that all information is true.

It is not good practice to accept other forms of information instead of the application form e.g. letter of application and/or CV because these will only contain the information the applicant wishes to present and may omit relevant details.

Also, to ensure consistency and equal opportunities, applicants cannot be fairly compared without standardised information. By accepting different types of applications, the school risks conducting an unfair recruitment process, hence, identical procedures should be followed for internal as well as external applicants.

### **9.1 Following up Issues**

Any unexplained gaps in the information provided in the application form must be diligently followed up. It is appropriate to go back to the applicant if you require clarification or further information before you progress the application, though you must be able to justify any explanation or clarification you request.

All requests for application forms/packs should be recorded. An example checklist can be found at Appendix 5.

It is important that all information is recorded accurately as this will ensure that any disputes regarding information not being received or late applications can be resolved.

## **10. Applicant Information Pack**

The school's policy statement on commitment to safeguarding and promoting the welfare of children should be included on any information about the school sent to respondents, information sent could include:

- Job description and person specification;
- Application form and guidance notes;
- Who will interview and when;
- That the process will include obtaining information on the applicants suitability to work with children;
- The school's procedure on obtaining references (see the section on references);

- That the application form must be fully and properly completed and that incomplete forms will not be accepted
- That suitability to work with children will be explored at interview (see section on interviews);
- Who the applicant should contact if they have any queries.
- An equal opportunities statement. It is important that adverts do not unwittingly discriminate against applicants from certain groups. For example *'We are an equal opportunities employer'*.
- The school's Child Protection Policy Statement;
- Information about the school and the area it serves – an overview of OFSTED results, proportion of SEN, free school meals, attendance, pastoral and curriculum organisation (for support staff posts, it may not be necessary to include the same level of detail);
- Information about the local authority.

The documents to be included in the applicant's information pack should be scrutinised before every recruitment exercise to check that all generic materials are up to date.

## **11. References**

A minimum of two references should be sought from an individual who has had senior line management responsibility of the applicant. References should always be sought from the applicant's current and/or last safer recruitment employer (where they have previously worked with children and/or young people) and directly from the referee. If the applicant has not included their current and/or last employer as referees they should be contacted and asked to provide the details so that they can be contacted. The job description must be included with the reference request so that the referee can answer specific questions contained in the reference request.

Standard reference forms should always be used so that specific questions can be asked and information sought, which will be presented in the format requested by the school and aid scrutiny of the reference. Testimonials and open references must not be used or accepted in any circumstance.

Once references have been received they must be verified by contacting the referee by telephone.

References received should be checked to ensure all specific questions have been answered satisfactorily with any unspecific or vague answers or gaps followed up with the referee. This could be by telephone initially with a request to provide written answers, as appropriate.

Any discrepancies between the information provided by the applicant and the referee should be taken up with the applicant. This could be done before or at interview depending on the significance of the discrepancy.

You should also ensure that you don't let a 'glowing reference' go unchallenged. There have been occasions when employers have embellished an individual's attributes just to get rid of them. A quick phone call can allay any fears or concerns that you may have and/or may confirm your fears.

A reference template can be found in Appendix 6.

### **11.1 Applicant Requests Referee not be Contacted**

If an applicant requests that a referee should not be contacted unless they are the preferred applicant the school could:

- Accept this (not recommended), or;
- Contact the applicant to explain that it is the school's policy to contact the referees of all shortlisted applicants and ask the applicant why they do not wish the referee to be contacted. If the explanation given is acceptable to the school the reference request could be delayed, but it must be recognised that this may delay the formal job offer and affect the starting date of the applicant, or;
- State that it is the school's policy to contact the referees of all shortlisted applicants, it reserves the right to do this and that there are no exceptions to this. Therefore, unless the applicant is willing to give permission for the referee to be contacted, they will not be shortlisted. If this option is chosen there should be a clear statement made to this effect in the information sent to respondents to advertisements.

References should be sought on all short listed applicants, including internal applicants. If a situation arose where a reference has not been obtained on the preferred applicant before interview, the school must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the applicant's appointment is confirmed.

There is no legal requirement to provide a reference unless so stated in an individual's contract of employment. In the event that a referee refuses to write a reference, find out why and seek an alternative appropriate referee.

## **12. Short listing**

A short listing panel should consist of a minimum of two individuals with at least one of these completed safer recruitment training.

Applications should be scrutinised and any discrepancies, inconsistencies and gaps in employment should be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant.

As well as obvious discrepancies and gaps in employment, reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work should be explored and verified.

The short listing meeting could also be used to agree the roles of the interview panel and agree questions for individual applicants where, in addition to the set questions for all applicants, such questions are necessary in order to explore discrepancies and inconsistencies in the application (where these had not been resolved with the applicant before interview) and any matters arising from references that need to be explored with the applicant. If this is not done at the short listing meeting sufficient time will need to be set aside for it before the interviews.

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

All decisions should be accurately recorded. A short listing template can be found at Appendix 7.

Short listing and interview guidance notes can be found at Appendix 8.

### **13. Interviews**

The interview will assess the merits of each applicant against the job requirements and will explore their suitability to work with children. Interviews should always be held face to face and best practice would be to have a minimum of three interviewers. Ideally, all of the interviews should all be scheduled for the same day; this will allow the panel to make their decision while their impressions of the applicants are still fresh.

The timetable for interviews should allow sufficient time for the panel to discuss each applicant and prepare for the next interview.

If the panel decides that testing should be used as part of the recruitment process, tests should be supervised by appropriately qualified persons and the recruitment timetable should be altered to allow enough time for the tests to be undertaken, administered and feedback given to the panel.

Involving pupils in the recruitment and selection process in some way, or observing shortlisted applicants' interaction with pupils is common, and recognised as good practice. There are different ways of doing this, for example, shortlisted applicants might be shown around the school by the pupils and a governor or senior member of staff or those applying for a teaching post may be asked to teach a lesson.

### **13.1 Invitation to Interview**

In addition to the standard interview arrangements such as time and place, directions to the venue and membership of the interview panel, the invitation to interview should remind applicants about how the interview will be conducted areas it will explore, including suitability to work with children and whether any testing will take place, as well as exploring the applicant's suitability to work with children.

Applicants should also be asked to bring original documentation to confirm their qualifications, identity, and proof of eligibility to work in the UK (a copy of these documents will be taken). If the successful applicant cannot produce original documents or certified copies, written confirmation of their relevant qualifications must be obtained from the awarding body by the applicant.

The school should ensure that letters give reasonable advance notice of the interview to allow the applicant to prepare.

An invite to interview template letter can be found at Appendix 9.

### **13.2 Interview Panel**

The roles of the interview panel should be agreed in advance and at least one panel member should focus on keeping detailed notes of questions and responses. It is not recommended that the person asking questions is also responsible for keeping detailed notes as they need the opportunity to observe the applicant.

The members of the panel should:

- Have the necessary authority to make decisions about the appointment;
- Be appropriately trained. The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the people interviewing has completed safer recruitment training.
- Meet before the interviews to:
  - Reach a consensus about the required standard for the job to which they are appointing;
  - Consider the issues to be explored with each applicant and who on the panel will ask about each of those; and
  - Agree their assessment criteria in accordance with the person specification

### **13.3 Interview Questions**

The panel should agree a set of questions they will ask all the applicants, which reference particular areas/issues which will elicit responses that can then be analysed. They may also agree a set of questions they will ask applicants in order to explore information contained in their application and references.

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

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

- The applicant's attitude toward children and young people.
- Their ability to support the authority/school's agenda for safeguarding and promoting the welfare of children.
- Gaps in the applicant's employment history.
- Concerns or discrepancies arising from the information provided by the applicant and/or a referee.
- Any self-declaration in relation to criminal convictions.

If for any reason references cannot be obtained before the interview, the applicant should also be asked at the interview if there is anything they wish to declare or discuss in light of the questions that will be put to their referee. It is vital that the references are obtained and scrutinised before the appointment is confirmed and before they start work.

Questions should be clear and relevant. Avoid the following examples of bad practice:

- Making assumptions.
- Asking convoluted questions.
- Using complex or jargon words, unless relevant to the post.
- Leading a applicant in a particular direction.
- Talking too much yourself.
- Letting the individual side-track the process – stick to the agreed questions and request an answer.
- Accepting a short and un-detailed answer and moving on – probe and ask further questions if required.

Some examples of questions are:

- What attracted you to teaching/this post?
- How do you think your own childhood may have influenced your practice with pupils/students?
- What motivates you to work with children/young people?
- What do you think are the professional challenges facing teachers today?



- Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? How could you have done better?
- Young people can develop crushes, how would you deal with this?
- What would you do if you were concerned about a colleague's behaviour towards children?
- Give an example of how you managed poor pupil behaviour.
- Give an example of when you have had to respond to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
- When do you think it is appropriate to physically intervene in a situation involving children/young people?
- What makes a school safe and caring?
- What policies are important to support a safe environment?
- What are staffs' responsibilities in protecting children?
- How would you define an appropriate teacher (or post title)/pupil relationship?
- Give examples of what you would consider to be appropriate and inappropriate pupil behaviour.

#### **13.4 Recording of the Interview**

It is very important that the responses of applicants and the views of the panel are recorded. A candidate assessment form can be found at Appendix 10 and a panel summary form can be found at Appendix 11.

When recording your own or the views of the panel, it is important to remember that your comments should be factual and unbiased, that they do not breach any equality legislation and that personal and subjective comments such as describing an applicant's appearance, do not appear on the written record. Employment Tribunals can order disclosure of certain confidential documents/records.

#### **13.5 Possible Danger Signs**

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

- No understanding /appreciation of children's or young people's needs.
- Wanting role to meet own needs at the expense of children or young people.
- Inappropriate language when talking about children or young people.
- Expression of views that are extreme or do not support safeguarding.
- Unclear boundaries with children or young people.
- Vagueness about experiences and gaps or unable to provide any examples to support what they tell you.
- Maverick – non rule-following, unwilling to work with others.

## **14. Qualifications and Identity**

At the interview you should ask the applicant for their original documentation for scrutiny, and then take a copy. This includes educational/professional qualifications and identity documents for asylum and immigration purposes (examples of appropriate documentation can be found at Appendix 9). It is recommended that person taking the copies must then sign the copies to confirm sight of the original documentation.

## **15. Secretary of State Prohibition Orders**

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting therefore before any offer of employment is made a check of prohibition should be carried out. Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the Teaching Regulations Agency. These checks must be carried out using the Teacher Services System, via DfE services online. The Teacher Services System should be used before appointing a teacher to check for:

- The award of qualified teacher status (QTS).
- Completion of teacher induction.
- Prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions.

From 1 January 2021 the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions, so this check (undertaken by schools via the Teacher Services/Employer Access route) will no longer be available. Additional checks could include, where available, a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach

Although not statutory it is best practice to carry out these checks on all staff involved in elements of teaching work i.e. HLTA's, Teaching Assistants. As these individuals will not have a TRN number you will have to check their names against the alphabetical lists of those teachers and others with current prohibitions, restrictions, sanctions, or who have failed induction/probation, to ensure they do not appear in those lists.

## **15.1 Secretary of State Section 128 direction**

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

From September 2018, a section 128 direction disqualifies a person from holding or continuing to hold office as a governor (including maintained schools). Therefore a Section 128 check is required for all governors to ensure they are not prohibited.

These checks can be completed through the Teaching Regulations Authority, via DfE services online. As these individuals will not have a TRN number you will have to check their names against the alphabetical lists of those teachers and others with current prohibitions, restrictions, sanctions, or who have failed induction/probation, to ensure they do not appear in those lists.

## **15.2 Childcare Disqualification**

The childcare disqualification is an additional requirement to the general child safeguarding arrangements provided under the Disclosure and Barring Service (DBS) regime, which apply to all children. The arrangements predominantly apply to individuals working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care.

For staff who work in childcare provision, or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018.

Schools are advised to ensure applicants understand that they would be required to declare any personal circumstance which could impact on their suitability to work with children. A copy of a self-declaration form can be found in Appendix 14.

## **16. Volunteers and Agency/Self Employed Workers**

### **16.1 Volunteers**

Volunteers are also seen by children as safe and trustworthy adults, and if a school is actively seeking volunteers it should adopt the same recruitment measures as it would for paid staff. In other circumstances, e.g. where a volunteer's role will be "one-off" accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school, e.g. sports coaches from a local

club, the school should obtain assurance from that organisation that the person has been properly vetted.

Schools are required to complete a risk assessment for each volunteer to decide whether a Criminal Records Check, via the DBS, is required or not.

## **16.2 Agency/Self Employed/External Workers**

When an agency is used to provide supply staff this will be in compliance with the School's staffing regulations in force from time to time. The School will need to seek written assurance from the Agency that safer recruitment measures are undertaken by the Agency.

Where an external organisation provides services for children, the Headteacher must be satisfied that the organisation can provide written assurance that safer recruitment measures have been undertaken for the person(s) working within school. The Local Authority will provide the school with a letter to confirm that their employees who will be working directly with children have been subject to safer recruitment measures.

## **17. Conditional Offer of Appointment: Pre-Appointment Checks**

An offer of employment to the successful applicant should be conditional upon:

- The receipt of at least two satisfactory references.
- Verification of the applicant's identity and right to work.
- Verification of the applicant's medical fitness (Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DfEE – Circular 4/99).
- Verification of qualifications.
- Verification of professional status where required e.g. QTS status (unless properly exempted).
- Teacher Status Checks.
- DBS Clearance.

A conditional offer letter template can be found at Appendix 12.

The School should seek advice from the Council's HR Services Team, and follow relevant DBS guidance if a disclosure reveals information that gives cause for concern.

All checks should be:

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

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

Where:

- The applicant is found to be on 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 immediately to the police and/or the Local Authority via the Councils HR Service Team.

The school must also keep a separate written record of checks undertaken, in accordance with the Staffing Regulations. A new appointment checklist can be found at Appendix 13.

## **18. Overseas Checks & Work Permits**

### **18.1 DBS Checks on Overseas staff**

A DBS check will not detail offences committed whilst abroad, therefore applicants who have lived or worked outside of the UK may require an overseas check. It is the responsibility of the applicant to obtain and meet the cost of any necessary overseas check. The Home Office guidance on criminal records checks for overseas applicants can be found on GOV.UK.

Particular care should also be taken with the other required checks, especially those of identity and qualifications, and to obtain satisfactory references.

### **18.2 Work Permits (Right to Work Checks)**

Please refer to the acceptable list of documents as contained in Appendix 9. Make sure the documents are valid. Check that:

- The documents are the original version and check the validity in the presence of the holder.
- The dates for the worker's right to work in the UK haven't expired.
- Photographs are the same across all documents and look like the applicant.
- Dates of birth are the same across all documents.
- The person has permission to do the type of work you're offering (including any limit on the number of hours they can work).
- For students you see evidence of their study and vacation times.
- If two documents give different names, the person has supporting documents showing why they're different, e.g. marriage certificate or divorce decree.

You can access the gov.uk website for further guidance on acceptable documents and how to conduct right-to-work checks. If the applicant has limited right to work in the UK, you will have to make additional checks.

In certain circumstances right to work checks may be checked online. These can be checked via the Home Office right to work checking service. You must ensure that the photographs on line are the same as all other documents and look like the applicant, you are then able to print a copy of the applicants profile for your records.

When you take a copy the documents please ensure the following:

- Make a copy that can't be changed, e.g. a photocopy.
- For passports, copy any page with the expiry date, applicant's details (e.g. nationality date of birth and photograph) including endorsements, e.g. a work visa or Certificate of Entitlement to the right of abode in the UK.
- For biometric residence permits, copy both sides.
- For all other documents you must make a complete copy.
- Keep copies during the worker's employment and for two years after the person stops working for you.
- Record the date the check was made.

If an applicant is unable to produce any documents, you can only ask the Home Office to check your employee or potential employee's immigration employment status if:

- You are reasonably satisfied that they can't show you their documents because of an outstanding appeal or application with the Home Office.
- They have an Application Registration Card.
- They have a Certificate of Application that is less than 6 months old.

The document must state that the work that the employer is offering is permitted. Many Application Registration Cards and Certificates of Application don't allow the person to work.

Please contact the Council's HR Service Team if any further guidance is required.

## **19. Retention of Recruitment Records – Data Protection**

Schools need to establish and adhere to retention periods for recruitment records because personal information should be retained only as long as it is justified and relevant to do so to adhere to the Data Protection Act 2018.

Applicants should be referred to the schools GDPR privacy notice.

In relation to unsuccessful applicants recruitment records should only be retained as is reasonably necessary. It is therefore strongly advised that recruitment records are

only retained for a maximum period of six months and following this all manual records should be shredded and electronic records permanently deleted.

The records for the appointed employee should be retained on their personal file to meet Safer Recruitment and Inspection requirements.

## **19.1 Induction**

For all staff and volunteers newly appointed into the school, including teaching staff, regardless of experience, there should be an induction programme.

The purpose of the 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 appointed;
- Confirm the conduct expected of staff within the school;
- 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;
- How and with whom any concerns about those issues should be raised;
- Safe practice and the standards of conduct and behaviour expected of staff and pupils within the school; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

## **20. Probation - Support Staff**

It is important to monitor successful employees during their probationary period. When this has finished you should have sufficient information to decide whether the probationary period has been passed, needs extending or whether the successful applicant has not met the criteria in order to complete the probation satisfactorily. Further guidance is contained within the 'Probationary Policy for School Staff'.

## Recruitment Checklist

For further detailed information then please refer to the Shortlisting and Interview Guidance Notes (Appendix 7)

This checklist is to assist the panel in ensuring that all aspects of Safer Recruitment are met. It is essential that when recruiting all relevant sections of this checklist are applied.

### AT SHORTLISTING

Actions:	Check box (action complete)
Complete short listing form.	<input type="checkbox"/>

### FOLLOWING SHORTLISTING

Actions:	Check box (action complete)
Gaps within the applicant's employment or education should be highlighted so that you can explore the gaps with the applicant at interview as part of the safer recruitment requirements.	<input type="checkbox"/>

### PRIOR TO INTERVIEW

Actions:	Check box (action complete)
Agree standard interview questions.  Including those related to safeguarding and promoting the welfare of children in order to measure suitability of the responses given by the applicant.	<input type="checkbox"/>
Agree any specific questions to individuals relating to information on individual application forms, e.g. gaps in employment history, inconsistencies in dates, reasons for leaving previous employment, and information from returned references.  It may also be necessary to agree questions relating to any personal declaration made (disclosure of cautions/convictions, etc.).	<input type="checkbox"/>

### AT INTERVIEW

Check and take copies of all the documents below:	Check box (action complete)
All relevant qualifications (ensuring that they meet the requirements of the person specification).	<input type="checkbox"/>
Check passport photograph and take copy.	<input type="checkbox"/>
Proof of identity/Right to Work/Asylum and Immigration documents.	<input type="checkbox"/>



Proof of Professional registration (if required).	
If an online application, ask the applicant to sign and date form.	

<b>Action</b>	<b>Check box (action complete)</b>
Ensure you ask all your pre-prepared questions as above and complete and sign the applicant assessment forms.	
Ensure gaps in employment have been fully explored and responses recorded in writing on the application form.	
Inform applicant of the terms and conditions of the post.	
Complete and sign the Panel Summary Form.	

### **FOLLOWING INTERVIEW**

<b>When you contact the successful applicant please confirm that you are offering the appointment subject to:</b>	<b>Check box</b>
Satisfactory references (if still outstanding).	
Satisfactory DBS clearance.	
Satisfactory medical clearance.	
Prohibition Checks.	

<b>Action</b>	<b>Check box (action complete)</b>
Panel members are to agree who is to give feedback to unsuccessful applicants and contact them individually. <b>(Note: This must always be a member of the panel)</b>	

<b>I ensure that the above criteria have been followed and implemented</b>	
<b>Signed (Chair of panel)</b>	<b>Date</b>

**SCHOOL LOGO**

JOB TITLE: **X**

DIVISION: **X**

GRADE: Band **X** to Band **x**

RESPONSIBLE TO: **Title**

Purpose of Post

**Insert**

Key Relationships

**Insert / delete**

Main Duties and Responsibilities

**Insert**

Changes

Over time school services change and develop. This can impact upon the main duties and responsibilities of the role, and subsequently the post holder, who will be required to adapt. Any changes will be appropriate to the grading of the post and will be made in discussion with the post holder.

Date: **Insert**

**SCHOOL/ THE GOVERNING BODY OF SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS. IF THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES THEN A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.**

## Person Specification

PERSON SPECIFICATION: Job Title

POST REFERENCE: Insert

School / The Governing Body of School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to safer recruitment measures, including a Disclosure and Barring Service (DBS) check.

<b>REQUIREMENTS</b>	<b>ESSENTIAL CRITERIA</b> Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)	<b>DESIRABLE CRITERIA</b> Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)
<ul style="list-style-type: none"> <li>- Educational/vocational/ occupational qualifications and/or training</li> <li>- Specific qualifications (or equivalents)</li> </ul>		
<ul style="list-style-type: none"> <li>- Work or other relevant experience</li> </ul>		
<b>ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM      I = INTERVIEW      T = TEST(S)      R = REFERENCE(S)</b>		

<b>REQUIREMENTS</b>	<b>ESSENTIAL CRITERIA</b> Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)	<b>DESIRABLE CRITERIA</b> Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)
- <b>Skills, abilities, knowledge and competencies</b>		
- <b>General competencies</b>		
<b>ESSENTIAL / DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)</b>		

### On-going Training Requirements

The post holder will be required to undertake the following mandatory/essential training at the frequency indicated.

<b>Mandatory/Essential Training</b>	<b>Frequency</b>

Please note all appointments within School are subject to a declaration of medical fitness by the Council's Occupational Health Service having made reasonable adjustments in line with the Equality Act (2010) where necessary.

**Required from XXXX****CLASSROOM TEACHER****Grade – Main Pay Scale****Hours****Permanent / Fixed Term Contract**

The Governors wish to appoint, from September 20XX an enthusiastic and highly motivated teacher to join our teaching team. Previous experience can be with children of any age across the primary sector. Applications are invited from both experienced and newly/recently qualified teachers, who are:

- Excellent practitioners, with high expectations for all children, who have an excellent understanding of pupil progress.
- Willing to contribute and work closely with team members, for the benefit of the whole school.
- Able to develop excellent relationships with children, parents/carers and other staff.

Visits to the school are welcomed, and can be arranged by contacting the school office. Application packs are available from the school office. Packs can be emailed to applicants by contacting the Headteacher, at [XXX@XXXX.School.uk](mailto:XXX@XXXX.School.uk)

**School is committed to safer recruitment practice and promoting the welfare of children and expects staff and volunteers to share this commitment. Pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an enhanced DBS clearance check.**

Closing Date: XX

Short listing: XX

Interviews: XX

**Application Pack Request Recording Form**

POST TITLE: .....

DATE ADVERTISED: ..... CLOSING DATE:.....

Request No.	Forename(s)	Surname	Address	Date Request Received	Date Recruitment Pack Sent

**School Letterhead**

**Date**

**Private & Confidential**

Dear Sir / Madam

**REFERENCE REQUEST**

Applicant Name:

Post:

Interview Date:

The applicant named above has provided you as a contact to obtain an employment reference.

Attached for your completion is a Reference Request Form. It would be appreciated if you could complete this form using the enclosed Job Description and Person Specification and return it by the interview date specified above.

We do not acknowledge receipt of references, therefore, you are thanked in advance for your assistance.

Yours faithfully

**Name**

## REFERENCE REQUEST

**Private & Confidential**

<b>Section A</b>	
Applicants Name	
Post Applied For	
Subject to Safer Recruitment Measures?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Interview Date	

<b>Section B</b>	
How long have you known the applicant?	
In what capacity do you know the applicant?	
If current / past employer please complete the following:	
Job Title	
Start Date	
Leave Date	
Reason for Leaving	
Salary upon Leaving	
Please comment upon the applicant's performance history to-date	

<b>Section C</b>	
Referring to the enclosed Job Description please give your assessment within the following areas:	
Suitability for the post	



Character and personality
Skills and ability
Relationships with Colleagues, Customers and the General Public
Time keeping and reliability

<b>Section D</b>	
Is the applicant subject to any unspent disciplinary proceedings or sanctions?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details below:
Is the applicant subject to any capability proceedings?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details below:
Would you employ / re-employ this applicant if you were in a position to do so?	Yes <input type="checkbox"/> No <input type="checkbox"/> If no please provide details below:
Is there any additional information that you wish to provide?	

**Section E**

**IF THE POST IS SUBJECT TO SAFER RECRUITMENT MEASURES (see Section A)  
PLEASE ENSURE YOU ANSWER THE FOLLOWING:**

Has the applicant ever been subject to any allegations / investigations / disciplinary sanctions involving issues related to the safety and welfare of Children / Young People / Vulnerable Adults (including those expired).

Yes  No   
If yes please provide details and outcome below:

Are you aware of any reason(s) why it would be inappropriate to appoint this person given the access to Children / Young People / Vulnerable Adults (including convictions and cautions)?

Yes  No   
If yes please provide details below:

**Section F**

Completed by (print name)

Job Title

Name of Organisation

Contact Number

Date

Signed

OFFICE USE

Reference Verified: Yes  No

Date:

Signed:

**Short listing Recording Form**

Post:	S/L Date:	I/V Date:	Panel:
-------	-----------	-----------	--------

Applicant	Essential Criteria					Desirable Criteria					Shortlist Y/N	Reason for Not Shortlisting

**At Shortlisting**

You will need to ensure that shortlisting is completed by a minimum of two people. At least one panel member must have attended Safer Recruitment training.

You should shortlist each application against the essential and, where applicable, the desirable criteria set in the person specification (marked as (F)).

If you have a large volume of applicants meeting the essential criteria then to reduce the number of shortlisted applicants then you should apply the desirable criteria and other information contained within the application (such as experience, skills, etc.).

Only applications received on time will be shortlisted except in exceptional circumstances

Applicants who indicate that they consider themselves to have a disability under the terms of the Equality Act must meet the essential criteria to be guaranteed an interview under the Guaranteed Interview Scheme. This will be highlighted on the front of the individual application form where applicable.

The Chair of the Recruitment Panel must ensure the shortlisting has been carried out in an equitable manner.

All shortlisting decisions should be recorded on the Shortlisting Matrix.

**Prior to Interview**

You will need to ensure that the interview panel consists of a minimum of two people. At least one panel member must have attended Safer Recruitment training.

The Chair of the panel should ensure that interview questions are prepared prior to interview. You must explore the criteria indicated on the person specification marked as (I).

If the post is a Safer Recruitment post then you must ensure you have a standard question related to safeguarding and promoting the welfare of children/vulnerable adults. You should be prepared to explore the response given in order to measure suitability to work in the role.

Review application forms and any other applicant information supplied to determine if there are inconsistencies, e.g. gaps in employment history, dates, reasons for leaving previous employment, and information from returned references. Make a note to explore this at interview. It may also be necessary to agree questions relating to any personal declaration made (disclosure of cautions/convictions, etc.). You will need to write responses at interview on the application form for a written record.

Consideration needs to be given to the following:

- Any other assessment exercises to be used as part of the selection process
- Organisation of any equipment needed, laptop for presentations
- Ensure any reasonable adjustments for interview requested by the applicant have been accommodated

## At Interview

You will need to write responses at interview on the application form for a written record.

Note: The Equality Act 2010 makes it generally unlawful to ask questions about disability or health before a job offer is made. Breach could result in the employer being liable for unlawful disability discrimination resulting in financial damages being claimed.

Please ensure you check / photocopy the following:

- All relevant qualifications (ensuring that they meet the requirements of the person specification);
- Proof of identity/Right to Work/Asylum and Immigration documents (preferably photographic).

Note: this check will assist in ensuring that the applicant for the post is the person attending interview and also if offered the post the person commencing employment. Where ID is not photographic it is essential that a member of the recruitment panel is able to visually verify that the person commencing employment was the person interviewed and offered employment.

- Proof of Professional registration ( if required);
- If an online application, ask the applicant to sign and date form.

## Following Interview

Every effort will be made to reach a consensus in determining the successful applicant. Where there is not a consensus, the most senior representative must decide whether an appointment can be made and if so, on what basis.

Following interview, the successful and unsuccessful applicants will, wherever possible, be notified of the outcome verbally as soon as possible. To ensure consistency the same person should verbally notify both the successful and unsuccessful applicants. **Remember that only a conditional offer of appointment should be confirmed to the applicant subject to:**

- **Satisfactory references (current or past employer) (only one needed if internal appointment);**
- **DBS clearance;**
- **Health clearance;**
- **Proof of identity and eligibility to work in the UK (Please refer to list of acceptable documents in Appendix 9);**
- **Qualifications.**

Feedback given to applicants must be restricted to the feedback agreed by the panel and given to all by the same person. A record of feedback should be kept.

## Invite to Interview Template Letter

### School Letterhead

Date

### Private & Confidential

Name

Address

Address

Address

Dear Applicant

### Application for Post Title

Your application for the above post has now been considered and I am pleased to confirm that we would like to invite you to attend an interview.

The interview details are as follows:

Day Day

Date Date

Time Time

Location Location

Report to Report to

The interview panel members are as follows:

Name / Job Title

Name / Job Title

Name / Job Title

The selection process will consist of a series of questions structured around the job description and person specification for the post. As this is a Safer Recruitment post the panel will also assess your suitability to work with children and/or vulnerable adults.

\* (if required) You will also be required to deliver a presentation lasting no more than (insert number of minutes) on the following topic:

(Insert title of presentation)

PowerPoint presentation equipment will be available on the day.

**It is essential that you bring the following documentation to your interview:**

- **Proof of qualifications** (listed in essential criteria of the person specification).
- **Proof of Identity (Photographic):** If you do not have photographic evidence of your identity, the documents supplied at interview must include your name, date of birth and home address.
- **Proof of eligibility to work in the UK:** Employers have a duty to check that all new employees are entitled to work in the United Kingdom. Enclosed are the lists of what is acceptable as proof or eligibility to work in the UK. Please bring with you the relevant documentation from these lists.

If you are unable to attend the interview, require any adaptations to enable you to attend, or have any queries regarding the arrangements, please contact me. Alternatively, if you have any queries relating to the post then please contact **Managers Name** on **Manager's Telephone Number** or **Managers Email Address**.

Yours sincerely

Name

## List of Acceptable Documents for Manual Right to Work Checks

### Right to Work

- Passport **or**
- Birth certificate plus an official document which gives the permanent NI number and name that has been issued by a government agency or previous employer **or**
- Other documentation such as a Permanent Residence Card

### And

### ID check

- A passport (current or expired) showing the person is a British citizen / British colonies and has the right of abode in the UK.
- A passport (current or expired) showing the person is an Irish citizen'
- A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom indefinitely.
- A document issued by Jersey, Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or
- A current 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.
- A current 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.
- A current 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, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
- A birth or adoption certificate issued in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
- A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
- A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

**Please note – a Driving Licence is NOT a proof of identity document.**



**APPLICANT ASSESSMENT FORM**

Applicant: ..... Date of Interview: .....

Post Title: ..... Department: .....

Panel: .....

**Scoring System:**

Score	Definition
0	Did not answer the question.
1	Did not meet basic requirements: attempted to answer the questions but gave very limited or inappropriate responses.
2	Met basic requirements: understood the question and gave an adequate answer.
3	Above basic requirements: gave a well-structured response, covering the full range of the question, spoke fluently and confidently.
4	Outstanding: gave a well-structured response, covered the full range of the question, spoke fluently and confidently and displayed a depth of understanding and insight beyond the normal expected response.

Q 1	<div style="text-align: right; margin-top: 100px;">Score (please circle) 0    1    2    3    4</div>
Q 2	<div style="text-align: right; margin-top: 100px;">Score (please circle) 0    1    2    3    4</div>
Q 3	<div style="text-align: right; margin-top: 100px;">Score (please circle) 0    1    2    3    4</div>
Q 4	<div style="text-align: right; margin-top: 100px;">Score (please circle) 0    1    2    3    4</div>
Q 5	<div style="text-align: right; margin-top: 100px;">Score (please circle) 0    1    2    3    4</div>

Q 6		Score (please circle) 0    1    2    3    4
Q 7		Score (please circle) 0    1    2    3    4
Q 8		Score (please circle) 0    1    2    3    4
Q 9		Score (please circle) 0    1    2    3    4
Q 10		Score (please circle) 0    1    2    3    4

The above scores are an indication of how the applicant responded. The final decision should not be made on the basis of the total score as this is a panel decision. Other factors should be taken into account e.g. other selection methods used as part of the selection process, references, presentations etc.

Comments:

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

### Panel Summary Form

POST: \_\_\_\_\_

Applicant Name	Criteria		Panel comments	Decision (In order of priority) 1 = OFFER 2 = 1 <sup>st</sup> Reserve 3 = 2 <sup>nd</sup> Reserve 4 = Unsuitable
	Meets standard	Does not meet standard		

selection Panel:

Name	Signature	Post Title	Department	Tick if you are safer recruitment trained

Date:

**This form must be used in conjunction with the person specification. One member of the panel should have undertaken Safer Recruitment Training**

SCHOOL LETTERHEAD

Date

Private and Confidential

Name  
Address  
Address  
Address  
Postcode

Dear Name

Conditional Offer of Employment - Post Title

Further to your recent interview, I am pleased to confirm the conditional offer of employment made to you for the position of Post Title.

The terms applicable to this offer are:

School: X  
Contract Type: Permanent/Fixed Term  
Grade: Band, SCP x (£) – (£)  
Commencement salary: £X  
Hours of work: X per week/per annum

This conditional offer of employment is subject to the following recruitment checks:  
(delete as appropriate)

<b>DBS</b> (Standard/Enhanced with Barring Check Children/Adults) plus overseas criminal record check (if applicable)	Please telephone school to obtain an Appointment if required.
<b>Health Assessment</b>	Please complete the enclosed Health Assessment Questionnaire and return in the pre-paid / pre addressed envelope provided.

<b>2 References that the Academy Trust or XXX School deem satisfactory</b>	It is your responsibility to ensure that your referee is aware that a reference may be requested from them. Please note references will only be requested <u>once</u> following this conditional offer of employment, therefore, you are encouraged to follow any request up with your referee.
<b>Proof of Identity and Date of Birth</b>	Your original Passport is to be viewed and copied as proof of Identity and Date of Birth. If you do not hold a passport please see box below.
<b>Proof of eligibility to work in the UK</b>	If you do not hold a Passport you must produce a British Birth Certificate or a Government Agency document confirming your right to work in the UK.
<b>Proof of Qualifications</b>	Your original certificates relevant to the offer of this post in line with the essential criteria contained within the Person Specification are to be viewed and copied.
<b>Childcare Disqualification Check</b>	You will be asked to complete a self-declaration form confirming that you are not disqualified under the Childcare Disqualification Regulations 2018.
<b>Teacher Status Check</b>	A check will be undertaken against DfE records in relation to your Teacher Status, any prohibition orders and restrictions/sanctions.

I advise that this offer will remain conditional until we have completed, and are satisfied, with all necessary employment checks. If you are currently employed and have reason to believe there could be issues highlighted as a result of the recruitment checks and you intend on giving notice to your employer, then we would advise caution as this offer may be withdrawn should any employment checks not be fulfilled or satisfy the requirements of **the Academy Trust or XXX School**.

In the meantime, I would be grateful if you could please return the following documents as soon as possible.

<b>Please return to: Name, Address Postcode.</b>	<b>Included</b>	<b>Not Included</b>
Expression of Wish Form & Cohabiting Partners Nomination Form can be accessed via the following link: <b>Local Government:</b> <a href="https://teespen.org.uk">TPF - Forms (teespen.org.uk)</a> or <b>Teachers Pension:</b> <a href="https://www.teacherspensions.co.uk/members/resources/forms.aspx">https://www.teacherspensions.co.uk/members/resources/forms.aspx</a>		

<i>If you wish to opt out of this Pension Scheme please contact the schemes directly upon commencement of our employment.</i>		
New Appointment Form – Personal Details  <i>If you are in receipt of your P45 you must forward to Payroll, Level 3 Civic Centre, Victoria Road, Hartlepool, TS24 8AY. If you do not or cannot provide this document then deduction of Income Tax on an emergency code basis will be made until such a time as a P45 or tax code is received.</i>		
Emergency Contact Details Form		
The Academy Trust or XXX School - Data Protection, Security and ICT Agreement - Form of Undertaking		
<b>For Information Only:</b>	<b>Included</b>	<b>Not Included</b>
The Academy Trust or XXX School – Health & Safety Policy		
Job Description		
The Academy Trust or XXX School - Internet & Email Policy		
The Academy Trust or XXX School - Data Protection Policy		

Please confirm, in writing, your acceptance of this offer of employment by returning the attached slip, along with the required documents. Once we receive the relevant recruitment checks a start date will be confirmed with you and a Contract of Employment issued.

We look forward to you joining XXX Academy Trust or XXX School (delete if internal already). If you have any queries or require any further information in connection with this offer of employment please contact me on the above telephone number.

Yours sincerely

Name  
Post Title

<b>New Starter Checklist</b>		<b>Address:</b>			
<b>Name</b>		<b>Start Date</b>			
<b>Post</b>		<b>Post Reference No</b>			
<b>School</b>		<b>Continuous Service Date</b>			
* must be included for all new starters including internal applicants	<b>New Applicant</b>		<b>Internal Applicant</b>		<b>Location of Document e.g. Personal File</b>
	<b>Initials</b>	<b>Date</b>	<b>Initials</b>	<b>Date</b>	
<b>Application Form *</b>					
<b>Job Description *</b>					
<b>Person Specification *</b>					
<b>Advert *</b>					
<b>Offer Letter Sent *</b>					
<b>Contract Sent Prior to Start date*</b>					
<b>References x 2 *</b> Referee contacted to prove reference provided is from them? Yes / No			<i>One required for Internal if already has 2 on file</i>		
<b>Health Clearance</b>					
<b>DBS Disclosure</b>					
<b>Proof of Qualifications*</b>					
<b>Check of prohibition via Teacher Services*</b>					
<b>Childcare Disqualification Check (where applicable for post)*</b>					
<b>Proof of ID *</b> (If no Passport is provided refer to Appendix 9 – list of acceptable documents)					
<b>Proof of eligibility to Work in the UK</b> (refer to Appendix 9 - list of Acceptable documents)					
<b>The date on which the Right to Work check was made:</b>					
<b>Emergency Contact / Next of Kin Details</b>					
<b>Bank Details forwarded to Payroll</b> (Inc other relevant documents e.g pension forms)			N/A		

School Logo

**CONFIDENTIAL**

**Childcare Disqualification Self-declaration Form**

The post for which you have applied involves regularly providing relevant childcare to children under 8 years of age as set out in Keeping Children Safe in Education (Sept 2021) para 245 – 249. As part of our pre-employment safeguarding vetting checks you are required to provide the information requested on this form to enable a determination to be made regarding your suitability for employment in this role. This forms part of our overall commitment to safeguarding.

The legislative provisions which allow us to request this information from you are as follows:

- The Childcare Act 2006
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 Regulations”)
- Rehabilitation of Offenders Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

Please note you are only required to declare any cautions issued as below:

**Cautions** – issued on or after 6 April 2007.

**Youth cautions** – issued on or after 8 April, 2013

Please return this form in a sealed envelope, to .....

**Please note that failure to complete this form or disqualification from employment by virtue of the 2018 Regulations may result in your offer of employment being withdrawn.**

Name:	
Post title:	
School:	
Proposed start date (if applicable):	



Please circle one option for every question

<b>Section 1 – Orders or other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of any child in your care?	YES/NO
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children’s homes or fostering?	YES/NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the 2018 Regulations? Available at the link below: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf</a>	YES/NO
Are you banned from working with children by the Disclosure and Barring Service (DBS)?	YES/NO
<i>Teaching staff only</i>	
Are you prohibited from teaching by the Teaching Regulation Agency (TRA)?	YES/NO
<b>Section 2 – Specified and Statutory Offences</b>	
Have you ever been cautioned, reprimanded, given a warning , given a youth caution or been convicted of:	
Any offence against or involving a child (a child is any person under the age of 18)?	YES/NO
Any violent or sexual offences against an adult?	YES/NO
Any offence under the Sexual Offences Act?	YES/NO
Any other relevant offences as set out in the 2018 Regulations? <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf</a>	YES/NO
Any offence resulting in the death of or bodily injury of a child?	YES/NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country	YES/NO

### Section 3 – Provision of Information

If you have answered YES to any of the questions above you should provide details below. Give details of the order, caution, reprimand, warning or conviction, including dates and relevant court / organisation.

You must also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS certificate may be provided.

### Section 4 – Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my Headteacher immediately of anything now, or in the future, which affects, or might affect, my suitability to work in the school, including any cautions, warnings, convictions, orders or other determinations made that would render me disqualified from working with children under the Childcare Act 2006, replacement or similar legislation. Failure to notify is considered a serious matter and is considered gross misconduct under the Disciplinary processes and could result in summary dismissal.

**Signed:**

**Date:**

**Print Full Name:**