



King James I Academy

Safe Recruitment and Selection  
Policy and Procedure for Teaching  
and Non-teaching Staff

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# **RECRUITMENT AND SELECTION POLICY AND PROCEDURE**

## **1. INTRODUCTION**

People are our principal asset and it is through their individual and collective performance that the Academy is able to achieve its aims. Good quality recruitment and selection is, therefore, essential, whether filling short-term temporary posts or the most senior key position.

Recruitment and selection should be approached systematically, ensuring that not only is the most suitable person selected, but that statutory requirements in relation to matters of safeguarding and equality are adhered to.

This policy incorporates relevant legislation such as the Equality Act 2010 and guidance from the Department for Education (DFE) on "Safeguarding children and safer recruitment in education" (2007). Changes arising from the School Teachers Pay and Conditions Document 2013 and to the Disclosure and Barring Service (DBS) are also reflected.

### **SCOPE OF THE POLICY**

The policy and procedures will apply to the recruitment and selection of both Teaching and non-Teaching staff within the Academy.

Where there is any requirement that would only apply to one group of staff i.e. Teachers the specific requirement(s) are highlighted and referred to separately.

## **2. TRAINING**

In order to comply with both The Equality Act 2010 and DFE safeguarding requirements the individuals who will be involved in the recruitment and selection process should have undertaken relevant training to ensure that the process reflects the importance of safeguarding children and complies with employment legislation.

At least one member of the interview panel should have undertaken the on-line training provided by the National College for Teaching and Leadership.

## **3. POLICY COMMITMENT TO SAFE RECRUITMENT**

Any documentation issued by the Academy relating to the recruitment and selection process will include an explicit statement about our commitment to safeguarding and promoting the welfare of children that links to the Academy's Child Protection Policy and Procedures.

The following statement will be included in publicity materials, adverts, candidate information packs, person specifications, job descriptions and induction training materials: -

***The Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.***

#### **4. EQUALITY**

The Academy recognises its responsibility for ensuring equality and avoiding unlawful discrimination, both direct and indirect, as required by the Equality Act 2010.

The 9 “protected characteristics” identified in the Equality Act 2010 of

- Age
- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race (including ethnic or national origins, colour and nationality)
- Religion and belief
- Sex
- Sexual Orientation
- Marriage and civil partnership

will not be used as the basis of shortlisting, appointment or promotion. All employees will be appointed, trained and promoted on the basis of ability and the requirements of the job. Any exception will be by virtue of legislation or an Occupational Requirement.

Reasonable adjustments/and or supportive measures will be considered where a known disability exists to allow equality of access and opportunity. In addition all applicants who consider themselves disabled and who meet the essential criteria of the person specification will be granted an interview.

It is the responsibility of all of those involved in the recruitment and selection process to ensure that equality legislation is adhered to and unlawful discrimination is avoided.

#### **5. RECRUITMENT AND SELECTION CAMPAIGNS**

The Academy will include issues to do with child protection, safeguarding and promoting the welfare of children at every stage of the process.

##### **RECRUITMENT AND SELECTION PROCEDURE**

#### **5.1 JOB DESCRIPTION**

The job description and person specification are essential pre-requisites for effective recruitment and selection. Without these statements showing what the job entails, how and where it fits into the organisation and the personal requirements for it to be performed to a satisfactory standard, no further steps such as advertising or shortlisting should be taken.

*Preparing job descriptions*

It is important that job descriptions are written in sufficiently wide terms to cover not only the work which an employee will undertake immediately upon appointment, but also the range of work which may be involved in the longer term. It is good practice for job descriptions to be reviewed every time a vacant post is to be filled.

The format of a job description should include:

- job title;
- grade;
- responsible to (i.e. the person to whom the post holder reports);
- responsible for (i.e. staff for whom the post holder is responsible);
- a brief statement of the main purpose or function of a job (preferably in one sentence);
- main job duties (this should be concise and always include provision for “such other duties as may be allocated from time to time, commensurate with the grade of the post” and “the post holder may also be required to undergo training in order to undertake duties of the post in an efficient manner”).

It must also include the following main duty/responsibility for posts that involve working with children.

|   |
|---|
| <p><b><i>To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures</i></b></p> |
|---|

The job description should also clearly set out the extent of the relationships and contact with children and the degree of responsibility for children that the person will have in the position to be filled.

It should also include the following paragraphs:

- The post holder must carry out his/her duties with full regard to the Academy’s Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
- That the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.
- Any other duties of a similar nature related to the post, which may be required from time to time.
- That the post holder will be required to comply with all Academy policies, including the no smoking policy.

## **5.2 PERSON SPECIFICATION**

Once the duties of a job have been identified by means of a job description, then the requirements necessary to do the job can be defined in a person specification. A person specification **must** be produced for **all** posts. Any existing specification should be reviewed and amended every time a vacant post is to be filled to take into account any changes to the job. A pro-forma person specification is attached at **Appendix B**.

Person specifications fulfil a number of purposes, including the following:

- Listing the essential and desirable criteria which will be considered in the selection process
- Assisting the preparation of job advertisements
- Enabling prospective applicants to self-select by assessing themselves against the requirements for the job
- Providing a basis for determining selection methods (e.g. professional tests, interviews etc.)
- Providing a basis for determining core interview questions

The person specification also needs to:

- include the qualifications, experience and any other requirements needed to perform the role in relation to working with children
- Include a specific reference to an applicant's suitability to work with children e.g.

***Interest in working with children to promote their development and educational needs***

***Ability to form and maintain appropriate relationships and personal boundaries with children***

***Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline***

These criteria will be assessed from the application form, at interview and via references and an Enhanced Disclosure and check of the Children's Barred list via the Disclosure and Barring Service (DBS formerly the CRB), where relevant.

Requirements should be broken down into those which are essential and those which are desirable. The essential criteria should be the minimum criteria, which a candidate must have to undertake the duties of the post and failure to meet all of the essential criteria will constitute a valid ground for exclusion from a shortlist. Desirable criteria are those which although not essential could enhance job performance. Care should be taken to ensure these do not become subjective.

The person specification should ensure that the essential and desirable criteria do not directly or indirectly discriminate on the grounds of any of the protected characteristics contained within in the Equalities Act 2010 unless these can be legally justified by an Occupational Requirement. Care must be taken to ensure that only criteria which genuinely affect job performance are included and unnecessary or unjustifiably high standards (particularly in relation to qualifications and experience) are not included.

### **5.3 ADVERTISING**

The prime purpose of the job advertisement is to attract a suitable number of appropriately qualified people to apply for a vacancy and to achieve this in a cost effective way. The content of adverts must be factual, non-discriminatory and should include:

- Job title and location
- Hours of work
- Description of the job
- The essential/desirable qualifications and experience
- The rate of pay/appropriate pay scale for the post including the pro rata salary for part time posts in accordance with the academy's Job Evaluation Process
- Details of any additional payments or allowances applicable
- Inform as to any career or training opportunities where appropriate
- Closing date for applications and if known the date of interview
- Contact details for queries or further information

In **addition** to the above adverts for **Teaching** staff should also include:

- The Academy's position on matching existing salaries for Teaching staff and the salary range of the post (in accordance with the Academy's pay policy for Teaching Staff)

### **5.4 APPLICATION FORM**

An application form is required for all posts (curriculum vitae's will not be accepted), and should include full identifying details of the applicant including: -

- current and former names (including 'known as' names)
- current address
- national Insurance number
- a statement of any academic and/or vocational qualifications that the applicant has obtained that are relevant to the position, along with details of the awarding body and date of award
- a full history since leaving secondary education (in chronological order), including: -

- periods of any post-secondary education / training
- part time and voluntary work as well as full time employment (with start and end dates)
- explanations for periods not in employment, education or training and reasons for leaving employment
- a declaration of any family or close relationship to existing employees or employers (including members of the Board of Directors/Governing Body)
- Details of referees. Two referees should be sought; one referee should be the applicant's current or most recent employer. Where an applicant who is not currently working with children has done so in the past, a reference should be obtained from the employer by whom the person was most recently employed to work with children. The form should make clear that references will not be accepted from relatives or people writing solely in the capacity of friends
- a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification
- an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and that all convictions etc., including spent ones, should be declared (where relevant)
- Request that any gaps in employment be accounted for

The form should also record that:

- That confirmation in the post is subject to a satisfactory Enhanced Disclosure with Barred list via the DBS where appropriate.
- References on short-listed candidates will be sought and the Academy may approach previous employers for information to verify particular experience and qualifications before the interview.
- if the applicant is currently working with children, on either a paid or voluntary basis, this employer will be asked about disciplinary offences (or suspensions) relating to children, including any in which the penalty is time expired and whether the applicant has been the subject of any child protection concerns – if so, the outcome of these. If the applicant is not currently working, the Academy will ask this of the last employer for whom the employee worked with children
- Providing false information is an offence and could result in the application being rejected or summary dismissal and possible referral to the police.
- that if the applicant is short listed, any relevant issues arising from references may be taken up at interview



In **addition** to the above, applicants for **Teaching** posts should also be asked:

- his/her teacher number
- whether s/he has Qualified Teacher Status (QTS)
- whether s/he is registered with the National College for Teaching and Leadership (registration is optional)

## 5.5 APPLICATION PACK

When applying for a post with the Academy all candidates should receive an application pack. This should include: -

- the application form
- information and explanatory notes for completion – including closing date for receipt of applications
- the job description and person specification
- relevant information about the Academy, the recruitment process and relevant policy statements in terms of equal opportunities and the recruitment of ex-offenders
- the Child Protection Policy Statement

In **addition** to the above application packs for **Teaching** posts should also include:

- the Academy's Career Stage Expectations
- the Academy's Pay Structure and a statement of how pay progression is linked to performance and annual appraisal
- The Academy's position on salary matching and probationary salaries. An example statement is included at **Appendix F**.

A checklist of what to include in application packs is attached at **Appendix A**.

Recruitment documentation will clearly specify which jobs are categorised under the Exceptions Order of the Rehabilitation of Offenders Act 1974 and (NI) Exceptions Order 1975 and which posts will be subject to disclosure and vetting via the DBS. It should also be made clear that the personal information provided on application forms will be used only for the reasons stated in line with the Data Protection Act 1998, e.g. selection process or monitoring.

### Acknowledgement of Applications

For reasons of economy, applicants may be informed that acknowledging receipt of their application is only possible if they provide a pre-paid envelope or an e-mail address for this purpose. For similar reasons, it is acceptable to inform applicants they should regard their application as having been unsuccessful should they not be contacted after a certain date.

### Late Applications

The advertised closing date for receiving applicants should be carefully set to allow a reasonable time in which potential applicants can respond. Applications received after the closing date has expired should, therefore, not normally be considered.

However there may be some limited cases where an exception can be considered, such as;

- Postal service disruptions, or other similar impediments
- Applicants seeing advertisements late, e.g. on return from holiday, and who initially make verbal contact, committing to return their application form within an agreed time.

## 5.6 SHORT LISTING

After the closing date for the receipt of applications has been reached, a preliminary assessment of all applications is necessary to establish those applicants who are to be interviewed. This should be done by comparing the applications against those elements of the person specification that have been specified as being essential. If, after doing this there are still more potential candidates than could reasonably be interviewed, applications should then be assessed against the desirable qualities of the person specification. If there are too few suitable candidates, consideration needs to be given to the person specification and the advert to establish if they were too restrictive, alternatively the method of attracting candidates may not have been adequate.

It is essential that shortlisting is an objective procedure. It may be necessary to demonstrate such objectivity at a later date should a claim be made on discrimination grounds. **All applications should be kept for a minimum of at least six months, as should notes made giving reasons for and against shortlisting each applicant.**

The decision on who is/isn't shortlisted should not be based on any of the protected characteristics as specified under the Equality Act 2010, except for posts where an occupational requirement applies.

All candidates should be assessed equally against the criteria in the person specification without exception or variation.

All applications should be scrutinised carefully to ensure they are fully and properly completed. The information provided needs to be consistent and should not contain any discrepancies. Any gaps in employment should be identified.

Incomplete applications should not be accepted and should be returned for completion.

Shortlisting should be conducted by a panel of no less than two people, who will have been appropriately trained.

- Panel members are recommended to use a shortlisting pro-forma when undertaking shortlisting. An example pro-forma is attached at **Appendix H**.
- The shortlisting panel should be the same individuals as the interviewing panel and all panel members will need to be involved in both the shortlisting process and the interview.
- Every application form, together with any other supporting documentation, should be seen by all those on the short listing panel
- The short listing panel should work separately when assessing applications and establish their draft shortlist
- The panel should then meet and agree a final shortlist of applicants to interview
- Only applicants who, in the opinion of the panel, meet all essential criteria in the person specification should be shortlisted
- If there are too many applicants who meet the essential criteria, the desirable criteria in the person specification should be considered. The panel can agree the desirable criteria that candidates will be matched against if they do not wish to use all desirable criteria

Having shortlisted, a panel may decide that no applicant meets the essential requirements for the post. In this situation the job description, person specification should be reviewed before a decision is made to re-advertise.

In the event that only one applicant meets the essential requirements for the post, selection may continue as planned, or a decision may be taken to re-advertise. Whichever decision is taken, all shortlisted applicants should be appropriately informed, and advised whether they need to re-apply or not.

## 5.7 REFERENCES

The purpose of references is to obtain objective and factual information to support appointment decisions, including an applicant's suitability to work with children. It is important to obtain independent professional and character references that seek objective and justifiable information and not subjective opinion. A reference should always be sought from the applicants' current or most recent employer.

References should always be sought and obtained directly from the referee.

Ideally, references should be sought on all short listed candidates and obtained prior to interview. This allows issues to be explored with the referee in advance and with the candidate at interview. In any case, it is important that the any job offer is subject to receipt of satisfactory references. In accordance with the Equality 2012 information asking about sickness absence and health should not

be included on reference requests, this information will be picked up for the successful candidate at the pre-employment health screening stage.

A copy of the job description and person specification should be included with reference requests.

## **ACADEMY REFERENCE REQUESTS**

All reference requests will ask:

- about the referee's relationship with candidate i.e. if it is a working relationship, how long has the referee been working with the applicant and in what capacity
- whether the referee is satisfied that the applicant has the ability and is suitable to undertake the job in question, specific comments about applicant's suitability for the post and how s/he has demonstrated that s/he meets the person specification .
- Whether the referee is completely satisfied that the candidate is suitable to work with children. If not, specific details of the referee's concerns and reason(s) why the referee believes that the person might be unsuitable

Referees will be reminded that:

- they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission
- any relevant factual content of the reference may be discussed with the applicant

In addition, requests to the candidate's current/previous employer in work with children should ask for:

- confirmation of details relating to the applicant's post, salary
- specific verifiable comments about the applicant's performance history and conduct
- details of any live disciplinary procedures to which the applicant was subject
- details of any disciplinary procedures (or suspensions) involving issues related to child safety (including any for which the sanction has expired) and the outcome
- details of allegations/concerns raised about the applicant regarding the safety and welfare of children, or behaviour towards children and the outcome of those concerns e.g. whether the allegations were investigated and the conclusion(s) reached, or how the matter was resolved

In **addition** to all of the above reference requests for **Teaching** posts will also ask for details of any capability procedures, to which the applicant has been subject to within the last two years and the outcome.

A reference pro form should be used for all posts in order to ensure consistency, an example pro forma for both Teaching and non-Teaching posts is attached at **Appendix D and E**.

Once received references will be checked to ensure that all the specific questions have been answered satisfactorily. If not, or if the reference is vague or unspecific, the referee will be contacted and asked to provide written answers or amplification as appropriate

## **5.8 INVITATION TO INTERVIEW LETTER**

The letter should include the relevant arrangements for the interview, i.e. the arrangements, directions to the venue and panel membership. Applicants should also be asked if they have any special requirements for the interview i.e. assistance with access etc.

It should also remind candidates how the interview will be conducted and the areas it will explore and should include details of the selection methods to be used i.e. children's panel, presentation and what facilities will be available on the day e.g. laptop, projector etc. This letter should also specify that issues relating to safeguarding and promoting the welfare of children at work will be covered i.e.: -

- Interest in working with children to promote their development and educational needs
- ability to form and maintain appropriate relationships and personal boundaries with children
- emotional resilience in working with challenging behaviours, and attitudes to use of authority and maintaining discipline

All candidates should be asked to bring their current driving license or passport (including a photograph), or full birth certificate, plus other documents i.e. a utility bill or financial statement showing the candidate's current name and address and any documentation relating to a change in name, where appropriate, for verification. The letter should stress that the identity of the successful candidate will be checked thoroughly and that they will be required to complete an Enhanced Disclosure with Barred List application (where appropriate).

Candidates will also be asked to bring documents confirming any educational or professional qualifications relevant to the post and specified as essential or desirable (if used in shortlisting) on the person specification.

A copy of any documents used to verify the successful candidate's identity and qualifications will be kept on the personal file.

## **5.9 THE INTERVIEW**

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.

The interviewing panel should consist of at least two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the other is talking to the candidate.

The members of the panel should:

- Have the necessary authority to make decisions about the appointment including salary level in accordance with the Academy's scheme of delegation. Appointment of Head Teachers will need to be ratified by the full Governing Body.
- Be appropriately trained, one member of interview panel should have undertaken the on-line training that is provided via the National College for Teaching and Leadership.

Panel members should meet before the interviews to:

- agree the assessment criteria in the person specification
- agree the questions and key responses that are expected in advance based on the criteria in the person specification avoiding hypothetical questions where possible, from which panel members will not deviate
- agree the issues to be explored with each candidate at interview based on information provided (especially any gaps in employment history and any concerns/discrepancies arising from the information provided by the candidate or his/her referee)
- agree which panel member will ask each question and that notes will be taken by all panel members to act as a record
- agree the scoring criteria which the candidates will be assessed against

### **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 and young people
- the candidate's ability to support the Academy's agenda for safeguarding and promoting the welfare of children
- gaps in the candidate's employment history; and

- Concerns or discrepancies arising from the information provided by the candidate and/or a referee.

The panel should also ask the candidate if they wish to declare anything in light of the requirement for a DBS Disclosure.

### **Taking notes during the Interview**

Panel members should record all relevant information provided by applicants, as this information will be needed to assess each applicant against the requirement of the job. Write up all notes immediately after the interview – recording relevant answers and detail, bearing in mind the provisions of the Data Protection Act 1998, which will enable the candidates to ask to see interview notes where they form part of a ‘set’ of information about the candidate.

Pupil involvement, or observing short listed candidates’ interaction with pupils, is common and recognised good practice i.e. asking candidates to teach a lesson, arranging for pupils to show candidates around the academy (accompanied) or allowing pupils to meet short listed candidates.

### **Determining Teachers’ Salaries on Appointment**

The Governing Body will determine the salary range for the vacancy prior to advertising it, with reference to the Academy’s pay structure. On appointment the starting salary will be determined for the successful candidate taking into account;

- The Equality Act 2012, Equal Pay Act and other relevant employment legislation
- The nature of the post
- The Academy’s Career Stage Expectations for the post
- The Academy’s position on matching existing salaries for Teaching staff
- Market conditions and any recruitment/ retention or additional allowances to be attached to the post
- The wider school context

Further advice is available from either the Academy’s external HR provider.

## **5.10 CONDITIONAL OFFER OF APPOINTMENT: PRE EMPLOYMENT CHECKS**

Any job offer must be conditional based on the following: -

- receipt of at least two satisfactory references (to confirm the successful applicant’s previous employment history and experience)
- verification of the successful applicant’s identity

- Verification that the successful candidate has the academic or vocational qualifications that were specified as essential or desirable criteria on the job specification. If the successful candidate cannot produce original documents or certified copies, written confirmation of his or her relevant qualifications must be obtained from the awarding body.
- verification of the successful candidate's professional status where required e.g. QTS status, NPQH (National Professional Qualification for Headship)
- verification of successful completion of the induction period for teaching posts (before being awarded QTS and for those gaining QTS after 7 May 99)
- verification that the successful candidate has the health and physical capability for the job before the successful candidate takes up appointment, in line with the Equality Act and requirement to consider reasonable adjustments for a disabled applicant
- application to the Disclosure and Barring Service (enhanced and barred list check where relevant)
- a certificate of good conduct from relevant embassy for overseas staff
- checks to confirm the right to work in the UK

In **addition** a check should be made to see if a candidate for a **Teaching post** has:

- been prohibited from Teaching through an prohibition or interim prohibition order (for members of staff appointed on or after 2<sup>nd</sup> September 2013 the check should be included in the Academy's Single Central Record in accordance with the School Staffing (England) (Amendment) Regulations 2013)
- been the subject of a suspension or conditional order imposed by the GTCE (prior to abolition) that is still current
- failed to successfully complete their induction or probation period

This can be done via Employer access online, which Schools/Academies can access for free by registering with the National College for Teaching and Leadership. These checks are in addition to those required for identity and DBS clearance.

With the exception of DBS Disclosures and certificates, the above checks must be completed **before** the successful applicant starts work.

#### DBS Certificates/Disclosure

From June 2013 the DBS will only issue a certificate to the individual and it is therefore the responsibility of the Academy to verify that the certificate is valid once it has been received. An Update Service has also been launched which



allows individuals to subscribe to the service and re-use their DBS certificate for the same level and type of roles. Academies can also access the service for free, with the individual's permission, and check the status of the certificate on line.

For all posts where a DBS certificate is required the Academy **must** ensure that they see the certificate once the individual has received it and check that the certificate is valid.

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

Further advice on the DBS service and certificates is available from the Academy's external HR provider.

All checks should be:

- confirmed in writing
- documented and retained on the personnel file
- followed up where they are unsatisfactory, or where there are discrepancies in the information provided

A record must be kept to show that the above checks have been carried out for all relevant employees. The Academy will maintain a Single Central Record (SCR) on staff and others having access to children e.g. volunteers detailing the appropriate checks, when they were made and by whom, including identity, qualification requirements, entitlement to work in the UK and DBS barred list checks. All new employees should have their details entered onto the SCR.

Any concerns about an applicant's suitability to work with children, must be reported to the police and/or the Department for Education (DfE) Disclosure and Barring Service 2012 (formerly ISA).

## **6. RISK ASSESSMENTS**

The Academy recognises that there may be some limited exceptional occasions when it is appropriate for an employee (or volunteer) to start in post prior to the return of the DBS certificate.

In cases where this is this is appropriate, the Academy must ensure that a DBS application form has been completed for the person concerned and submitted to the DBS, if required for the post they have been appointed to. The Academy should ensure that all other pre-employment checks are satisfactory and that appropriate supervision arrangements are in place for the individual until a satisfactory disclosure is received, taking into account the duration, frequency and nature of contact with children. The DBS certificate must be verified by the Academy once it has been received by the individual.

In addition the Academy should consider completing a risk assessment form, which will document the above measures and any other deemed necessary for the period that the disclosure is pending.

Further information on risk assessments is available from the Academy's external Health and Safety provider.

## **7. REJECTION LETTERS**

All the remaining shortlisted applicants should receive a courteous letter thanking them for their interest in the post and the time they made available during the appointment process. Alternatively, the unsuccessful candidates can be spoken to by a member of the Panel at the conclusion of the interview process.

## **8. RECORD KEEPING**

The importance of accurate record keeping has been emphasised throughout this procedure and Panel members should ensure adequate notes are made at each stage and retained for reference in the event of a later enquiry. Information, which should be retained, is as follows:

- \* Job Description;
- \* Person Specification;
- \* Job Advertisement;
- \* Information Pack for Applicant;
- \* Core interview questions;
- \* Details of any other selection methods and criteria for assessment;
- \* Application forms;
- \* Shortlisting and other assessment forms;
- \* Interview notes;
- \* Applicants assessment forms;
- \* References;
- \* Any correspondence with candidates (except correspondence with the successful candidate which should be kept in their personal file).

All records and information relating to appointments should be kept for at least six months (the period in which a claim can be made in respect of discrimination). This should include all notes made at the initial interview stage, all of which should be kept secure and confidential.

## **9. PROBATIONARY PERIOD**

### **Non-Teaching Staff**

Appointments of new non-Teaching staff are subject to a probationary period, normally of six months, although this can be extended in exceptional circumstances by mutual agreement. At the end of the probationary period and subject to a satisfactory report, the employee's appointment should be confirmed in writing.

### **Newly Qualified Teaching Staff**

Newly qualified Teachers are required to undergo an induction period of supported development where performance against the Teaching Standards is assessed. The induction period is the equivalent of three school terms after which a recommendation is made on whether induction has been satisfactorily completed.

## **10. INDUCTION**

The Academy will provide an induction programme for all newly appointed staff and volunteers, including teaching staff, regardless of previous experience. This is in addition to the statutory induction requirements for newly qualified Teaching Staff. The purpose of induction is to:

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

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but 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, antiracism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- How and with whom any concerns about those issues should be raised; and other relevant personnel procedures e.g. disciplinary, capability and whistle blowing.

The programme should also include attendance at child protection training appropriate to the person's role. An Induction Programme pro-form is attached at **Appendix G**.

## **11. VOLUNTEERS**

DBS checks are only required for Volunteers who have regular and unsupervised access to children and young people. Where this is the case the same recruitment measures for paid staff will be followed including identity checks, application for an Enhanced Disclosure, checking of barred list and checking the DBS certificate once the volunteer has received it. When considering whether the volunteer can start work before the DBS certificate is received, and there is little or no recent knowledge of the individual, a risk assessment should be made and documented taking into account;

- the duration, frequency and nature of contact with children
- what is known about the volunteer, including formal/informal information offered by staff, parents and other volunteers
- whether the volunteer is well known to others in the academy community who are likely to be aware of any behaviour that would give cause for concern
- whether the volunteer has other employment, or undertakes voluntary activities where referees would advise on suitability and
- any other relevant information about the volunteer, or work s/he is likely to do

If the Academy approaches a parent who is well known to take on a particular role, the following procedures can be adopted i.e.

- seek references
- check to ensure that others in the Academy community know of no concerns
- conduct an informal interview
- ensure an application for an enhanced disclosure and checking of barred list has been made
- appropriate supervision arrangements are in place until a satisfactory disclosure is received by the individual and checked by the Academy

Where the role is one-off (i.e. accompanying teachers and pupils on a day outing/helping at a concert or academy fete,) the above measures may prove unnecessary ***provided that the volunteer is not to be left alone and unsupervised in charge of children.***

Where volunteers have been recruited by another organisation to work in an academy (i.e. sports coaches from a local club), the Academy should obtain assurance from that organisation that the person has been properly vetted.

## 12. AGENCY/SUPPLY WORKERS

### Directly employed Supply workers

Supply staff directly employed by the Academy will be subject to the same safer recruitment practices as other staff.

### Agency workers

Confirmation will be made with the supply agency that the appropriate checks have been carried out and that they are satisfactory **before** the supply worker starts to work at the Academy) including:

- identity check
- enhanced check from the Disclosure and Barring Service and verification of the DBS certificate
- confirmation of qualifications, including QTS and Teaching Agency registration where relevant
- medical fitness requirements
- right to work in the UK
- Satisfactory references have been obtained and the person's previous employment history has been checked.

The DBS check carried out on the supply worker will be checked to see if it contains any disclosed information and a copy of this will be obtained from the agency. Checks will be made to ensure the person who is supplied by the Agency is actually the person they have referred by carrying out identity checks (i.e. birth cert, driving licence, passport, evidence of address).

### **13. CHECKS FOR INDIVIDUALS OTHER THAN EMPLOYEES/VOLUNTEERS AND AGENCY STAFF**

#### Governing Body

The Academy will carry out checks on all new Governors including Enhanced Disclosure /barred list checks who;

- regularly work in the presence of, or care for, children
- train, or supervise children
- are in sole charge of children

#### Contractors

The Academy will ensure that contractors who provide services to them that give rise to contact with children carry out appropriate checks. The contractor is responsible for ensuring that the same procedures are also followed by sub-contractors.

All contractors must provide a list of direct employees and those of any subcontractors at least 20 days before they start work on site.

#### Visitors to the Academy

Visitors will be required to sign in and out of the Academy and they will be escorted by a member of staff or an appropriately vetted volunteer whilst on the premises.

DBS Disclosures are not required for visitors who will only have supervised contact with children on an ad hoc or irregular basis for short periods of time, or secondary pupils undertaking voluntary work or work experience in other Academies. This also applies to: -

- visitors who have business with the Principal or other staff, or who have brief contact with children with a member of staff present
- visitors or contractors who come on site only to carry out emergency repairs or to service equipment and who would not be expected to be left unsupervised on Academy premises
- volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or who only help at specific one-off events (e.g. a sports day, academy fete, open day etc.)
- secondary pupils on Key Stage 4 work experience in other academies etc.; secondary pupils undertaking work in another academy as part of voluntary service etc., Key Stage 5 or 6th form pupils (although the Academy is responsible for ensuring that each pupil is suitable for the placement in question)
- people on site before or after Academy hours, or when children are not present e.g. local groups who hire premises for community or leisure activities, cleaners who only come in to the Academy after the children have gone home, or before they arrive

#### **14. EXTENDED SCHOOLS/ACADEMIES**

Where services or activities are provided by the Academy, which are directly under the supervision or management of the Academy staff, the same arrangements for appointments, recruiting and vetting checks and record keeping will apply (i.e. for staff and volunteers).

Where a third party is responsible for running the services or is using the Academy site, there should be clear lines of accountability and written agreements setting out who is responsible for carrying out recruitment and vetting checks on staff and volunteers.

The written agreement should set out the respective responsibilities of the governing body and those of the provider or group in terms of health and safety, recruitment and vetting checks.

Child and user safety is paramount. Providers will need to demonstrate that they have effective procedures, training and vetting arrangements for their staff, appropriate child/adult ratios and contingency arrangements in place for emergencies or unexpected occurrences.

#### **15. FURTHER INFORMATION**

If there are any further queries on this policy, please contact the Academy's external HR provider.

## Appendix A

### Application Pack Check List

When applying for a post within the Academy each applicant should receive a pack containing the following information:

- The application form
- Information and explanatory notes for completion of the application form – including closing date for receipt of applications, that personal information will be held in accordance the Data Protection Act etc.
- Information on the recruitment process e.g. interview, teaching observation etc.
- A job description and person specification for the post applied for
- The Academy's Career Stage Expectations (for Teaching Posts)
- Relevant information about the Academy
- Relevant policy statements in terms of equal opportunities and the recruitment of ex-offenders
- The Academy's Child Protection Statement
- The Academy's Pay Structure and a statement of how pay progression is linked to performance and annual appraisal, as well as the Academy's position on salary matching and probationary salaries (for Teaching Posts)

Appendix B

**King James I Academy**  
**Person Specification**

POST TITLE  
POST NO  
GRADE/(SALARY)  
REPORTS TO

|                              | Essential | Stage | Desirable | Stage |
|------------------------------|-----------|-------|-----------|-------|
| <b><u>Qualifications</u></b> |           |       |           |       |
| <b>Experience</b>            |           |       |           |       |
| <b>Skills and Abilities</b>  |           |       |           |       |



|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| <b>Personal Attributes</b> |  |  |  |  |
|----------------------------|--|--|--|--|

| <b>Key – Stage</b> |                  |
|--------------------|------------------|
| AF                 | Application Form |
| I                  | Interview        |
| T                  | Test             |
| P                  | Presentation     |
| R                  | References       |
| C                  | Certificates     |
| D                  | DBS Disclosure   |

## Appendix C

### Pre-Employment Checks

Pre-employment checks are performed as part of the recruitment process and also for existing staff requiring DBS re-checks and job movers. Pre-employment screening seeks to verify the credentials of job applicants and to check that the applicants meet preconditions of employment.

A number of checks may be required when commencing a new job with the Academy and when moving to a new job within the Academy. The checks required will depend on the requirements of the post detailed in the job person specification.

Successful candidates receive an offer of appointment letter, which details the required pre-employment checks and documentation. They are advised to contact the appointing manager to arrange a meeting to produce their documentation.

All pre-employment checks must be complete prior to agreeing a start date with the new employee. The pre-employment checks procedure applies to all permanent, temporary and casual appointments.

Copies of relevant original documentation will be retained on the employee's personal file held within the school/academy.

#### Types of checks required

| Check   | Documents/Info Required   | Post requirements                       | Stage required  |
|---|---|---|---|
| Proof of right to work in the UK to comply with the Asylum and Immigration Act 1996 | Passport <u>or</u> full birth certificate issued in the UK which includes the names of parents <u>and</u> P45, P60 or NI card. Marriage certificate to link surnames. | All posts                               | Prior to start date   |
| Disclosure and Barring Service Check  | Identity documents as specified on the DBS application form and guidance notes  | All posts working in regulated activity | Prior to start date and if moving within the school/academy to a job requiring disclosure |
| Medical check   | Requirement to complete a pre-  | All posts                               | Prior to start date and if moving   |

|                                     |  |   |   |
|-------------------------------------|--|---|---|
|                                     | employment medical questionnaire   |   | within the authority to a role where risks have been identified.                          |
| TWO satisfactory written references | Contact details for two referees one of which MUST be the current/last employer  | New appointments  | Prior to start date   |
| ONE satisfactory written reference  | Contact details for current line manager   | Internal appointments   | Prior to start date in new role   |
| Qualification certificates          | Evidence of qualifications attained  | All posts if identified in the person specification                       | Prior to start date and prior to all new appointments within the school/academy           |
| Regulatory checks                   | Evidence of registration with the relevant professional body<br><br>Check for prohibition or interim prohibition order | All posts if identified in the person specification<br><br>Teaching posts | Prior to start date and prior to all new appointments within the authority School/academy |

## Appendix D

### Reference request Teaching Posts

#### King James I Academy Reference Request Form

Please complete the form below as comprehensively and accurately as possible

|                         |  |
|-------------------------|--|
| <b>Candidate name</b>   |  |
| <b>Post applied for</b> |  |

|   |  |
|---|--|
| How long and in what capacity have you known the candidate?   |  |
| Dates of employment and dates of continuous local government service (if applicable)  |  |
| Please confirm current salary and job title   |  |
| Please provide details of any live sanctions in place as part of any disciplinary proceedings taken against this individual. Please give dates, the nature of any misconduct, and the outcome of the process.               |  |
| Please provide any information relating, however indirectly, to child protection concerns.  |  |
| Please provide details of any non-health related formal capability proceedings taken in respect of this individual within the past two years. Please give dates, the nature of the concerns and the outcome of the process. |  |

|   |  |
|---|--|
|   |  |
| Was this individual confirmed in their role with your organisation following the completion of a satisfactory probationary period? If no, please explain the reason(s) why. |  |

Please refer to the attached Job Description, Person Specification and indicate below how well you think the applicant meets them

| Person Specification   | N/A | Strongly Agree | Agree | Disagree | Strongly Disagree | Comments |
|--|-----|----------------|-------|----------|-------------------|----------|
| <i>Relevant criteria from the person specification to be inserted</i>  |     |                |       |          |                   |          |
|  |     |                |       |          |                   |          |
| The candidate has excellent professional knowledge.  |     |                |       |          |                   |          |
| The candidate has undertaken a broad range of professional development.  |     |                |       |          |                   |          |
| There are no concerns in relation to the candidate's suitability to work with children.                                    |     |                |       |          |                   |          |
| The candidate has established excellent working relationships with, and is able to motivate, lead and support, colleagues. |     |                |       |          |                   |          |
| The candidate has established excellent and appropriate working relationships with pupils.                                 |     |                |       |          |                   |          |
| The candidate has developed good working relationships with parents  |     |                |       |          |                   |          |
| The candidate is able to exercise appropriate classroom control and management of pupil behaviour.                         |     |                |       |          |                   |          |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| The candidate has taken part in a range of extra-curricular activities.  |  |  |  |  |  |  |
| The candidate's punctuality is excellent.  |  |  |  |  |  |  |
| Please provide details of any live disciplinary action taken against this individual. Please give details, the nature of any misconduct, and the outcome of the process. |  |  |  |  |  |  |
| Removed would be picked up through DBS   |  |  |  |  |  |  |
| I am satisfied that the person has the ability and is suitable to undertake the post. I would recommend the candidate for this post without reservation.                 |  |  |  |  |  |  |
| I would re-employ this person.   |  |  |  |  |  |  |

## Appendix E

### King James I Academy Request for Reference Non-Teaching Posts

|                  |  |                |  |
|------------------|--|----------------|--|
| Candidate        |  | Date of birth  |  |
| Academy          |  | Interview date |  |
| Post applied for |  | Post no.       |  |

|   |  |  |
|---|--|--|
| 1 | How long have you known the applicant? |  |
| 2 | In what capacity?                      |  |

|    |                    |                 |
|----|--------------------|-----------------|
| 3  | Post held          |                 |
| a) | Start date         | b) Leaving date |
| c) | Reason for leaving |                 |
| d) | Final salary       | £               |

|    |  |
|----|--|
| 4  | Referring to the job description and person specification attached, please give your assessment of the candidate in the following areas: |
| a) | Suitability for the post   |
|    |  |
| b) | Character and personality  |
|    |  |
| c) | Skills and ability   |
|    |  |



d) Relationship with colleagues, customers and the general public

5 Do you know of any reason why we should not employ this candidate? If yes, please give details

- Yes  
 No

6 Please comment on the applicant's work performance (including time-keeping / reliability)

7 Is there any reason why the applicant would be unable to meet the requirements of the post?

8 If this post involves working with children or vulnerable adults, please answer the following:

a) Has the candidate been the subject of any allegations / investigations?  
If yes, please detail the outcome

- Yes  
 No

b) Has the candidate been the subject of any child protection concerns?

- Yes
- No

9 Is the candidate subject to any current disciplinary investigation or live disciplinary sanction?

- Yes
- No

10 Request for sickness information to be directed to (if candidate offered post):

|               |  |                |  |
|---------------|--|----------------|--|
| Contact name  |  | Contact number |  |
| Email address |  |                |  |

|                                      |  |
|--------------------------------------|--|
| Completed by (print name)            |  |
| Position / relationship to candidate |  |
| Company name                         |  |
| Contact number                       |  |
| Date                                 |  |

## Appendix F

### King James I Academy Salary on Appointment for Teachers

It is the policy of the Academy to appoint Teaching staff on the following basis:

A newly appointed teacher will be appointed at a point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the head teacher.

The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

A teacher transferring roles internally within the school will continue to be paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Scale (Band 3) as paid in the previous role

The Academy's pay structure is as follows:

|               |         |                       |
|---------------|---------|-----------------------|
| <b>Band 1</b> |         |                       |
| Point 1       | £21,588 | Teacher               |
| Point 2       | £23,295 |                       |
| Point 3       | £25,168 |                       |
| <b>Band 2</b> |         |                       |
| Point 4       | £27,104 | Accomplished Teacher  |
| Point 5       | £29,240 |                       |
| Point 6       | £31,552 |                       |
| <b>Band 3</b> |         |                       |
| Point 7       | £34,181 | Expert Teachers (UPS) |
| Point 8       | £35,447 |                       |
| Point 9       | £36,756 |                       |

The post you have applied for is:

(Insert type of post i.e., Accomplished Teacher Band 2 Grades M4 - M6 salary range from £x to £x)

Please find enclosed a copy of the Academy's Career Stage Expectations. The CSE are based upon the Teacher Standards and set out clearly the skills and expectations required for appointment to, as well as movement within and between, bands.

## Appendix G



King James I Academy  
Induction Programme 2014-15

Name \_\_\_\_\_

Job Title \_\_\_\_\_

Start Date \_\_ / \_\_ / \_\_

| Induction Activity   | Lead Staff   | Date  |
|--|--|-------|
| Welcome  | Head Teacher (Nick Grieveson)                                | Day 1 |
| Staff Handbook <ul style="list-style-type: none"> <li>- School Day</li> <li>- Lessons</li> <li>- Keys</li> <li>- Marking Registers</li> <li>- Lesson Planning</li> <li>- Setting Homework</li> <li>- Tuesday Briefing</li> <li>- Policies &amp; Practice</li> <li>- Daily then Weekly 'Catch-Up'</li> </ul>  | Induction Tutor  |       |
| Safeguarding <ul style="list-style-type: none"> <li>- Nominated Staff</li> <li>- Training – Check (L1)</li> <li>- Known Issues (guidance relating to students who require monitoring)</li> </ul><br>Calendar <ul style="list-style-type: none"> <li>- Events</li> <li>- Educational Visits</li> <li>- Disruption to Calendar</li> <li>- Family Days</li> </ul> | Child Protection Responsible Teacher (Mhairi Stewart)        |       |
| Administrative Support <ul style="list-style-type: none"> <li>- Support from Office Staff</li> <li>- Photocopying / Numbers</li> <li>- Requesting Cover</li> <li>- Absence Process</li> <li>- 'School Comms' (texting)</li> <li>- Ordering (Finance)</li> </ul>  | Office Manager (Karen Sams) & Finance Officer (Audrey Rolfe) |       |

| Induction Activity   | Lead Staff  | Date |
|--|---|------|
| <ul style="list-style-type: none"> <li>- Petty Cash Claims (Finance)</li> <li>- Mileage Claims (Finance)</li> </ul>  |   |      |
| ICT Support <ul style="list-style-type: none"> <li>- Passwords</li> <li>- Email (including downloading email onto Smart Phones / Computers)</li> <li>- Information Sources</li> <li>- DLG Briefing</li> <li>- Recording Homework</li> <li>- Safe Internet Use</li> <li>- Protocols</li> </ul>  | IT Manager (Peter Grimshaw<br>Neil Davies)                      |      |
| Tour of Area <ul style="list-style-type: none"> <li>- Drive around the local area to provide geographical context</li> </ul>   | Site & Estates Manager (Shane Northgreaves)                     |      |
| Site Health & Safety <ul style="list-style-type: none"> <li>- Audit of Departmental Issues ('new eyes' used to identify potential risks)</li> <li>- Reporting Incidents</li> <li>- Risk Assessment</li> <li>- Educational Visits</li> </ul>  | H&S Officer (Shane Northgreaves)                                |      |
| Curriculum Briefing <ul style="list-style-type: none"> <li>- Departmental Responsibilities</li> <li>- Awarding Bodies / Specifications / Examinations</li> <li>- Department Staff Profiles</li> <li>- Schemes of Work</li> <li>- Lesson Planning</li> <li>- Assessment Timetable</li> <li>- Quality Assurance Calendar (observations / books / homework / student voice / LA and other inspections)</li> </ul> | DoL / SLT Link to Department / Examinations Officer (Julie Raw) |      |
| Behaviour Management – Policy and Practice <ul style="list-style-type: none"> <li>- Behaviour Policy</li> <li>- Seeking Support</li> <li>- In-Class Policy</li> <li>- On Call</li> <li>- Remove Room</li> <li>- SLT Detention Support</li> </ul>   | SLT (Deputy Headteacher – Simon Whitehead)                      |      |

| Induction Activity  | Lead Staff                      | Date |
|---|---------------------------------|------|
| Assessment – Policy and Practice <ul style="list-style-type: none"> <li>- Assessment Calendar</li> <li>- Key Stage Tracking</li> <li>- <a href="#">www.if</a> analysis</li> <li>- Assessment Expectations</li> </ul>  | Nick Grieveson                  |      |
| CPD / Training <ul style="list-style-type: none"> <li>- Generic Training</li> <li>- Role of the LSU/Special Needs</li> <li>- Remove room</li> <li>- Differentiation/MAT</li> <li>- Use of Data</li> <li>- Bespoke Training</li> <li>- Leadership Training Opportunities</li> <li>- Training Needs Analysis</li> </ul> | CPD Coordinator (Joanne Aitkin) |      |
| Performance Management <ul style="list-style-type: none"> <li>- PM tree structure</li> <li>- Reviewing former objectives and progress.</li> <li>- Setting new objectives</li> <li>- Pay / Progression Policies</li> </ul>   | Nick Grieveson                  |      |