



# **Recruitment Policy**

## **The Alwyn and Courthouse Federation**

<b>Owned by:</b>	Nick Hart
<b>Last reviewed on:</b>	Summer 2023
<b>Next review due by:</b>	Summer 2025

## 1 Scope

This policy applies to the recruitment and selection of teaching staff, including leadership positions, and support staff.

## 2 Purpose

The purpose of the policy is to ensure the recruitment of both permanent and temporary staff is conducted in a fair, effective and lawful manner while acting as a mechanism to keep children safe.

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

In line with DfE guidance, the paragraph below will be included in all advertisements, recruitment websites, candidate information packs, person specifications, job descriptions, competency frameworks and induction training materials:

***The Alwyn and Courthouse Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an enhanced DBS check with a check of the DBS Barred List.***

## 3 Principles

The following principles are encompassed in this policy:

- To ensure that the safeguarding and welfare of children and young people occurs at each stage of the recruitment process.
- All applicants receive fair treatment and a high-quality service.
- The application form, job description and person specification are essential tools which will be used throughout the recruitment process.
- Applicants will be recruited on the knowledge, experience and skills needed for the job.
- Selection will be carried out by a panel of at least two members, except for the selection of an Executive Headteacher / Head of School where the panel will consist of at least three members including representation from the governing board.
- At least one member of the panel will have undertaken the safer recruitment training.
- Selection should be based on a minimum of a completed application form, shortlisting and interview.
- Regular monitoring and evaluation of the recruitment process should be carried out to assess its effectiveness and the impact on recruitment and retention, equality and diversity.

## 4 Local authority's entitlement to offer advice

Under The School Staffing (England) (Amendment) Regulations 2009 for community, voluntary controlled, community special and maintained nursery schools, the Local Authority has a statutory right to send a representative to all proceedings relating to the selection of any teacher (including the Executive Headteacher and Head of School) and offer advice. The schools allow local authority representative to attend interviews if they so wish. The governing board considers any advice offered by the Local Authority representative.

## 5 Appointment of an Executive Headteacher and Heads of School

The School Staffing (England) (Amendment) Regulations 2009 requires that the governing board of maintained schools:

- notify the Local Authority in writing of any vacancy for the Headteacher and any post for a Deputy headteacher which it had identified as one to be filled (for Alwyn and Courthouse, this equates to Executive Headteacher / Head of School);
- must advertise any such vacancy or post in such manner as it considers appropriate unless it has good reason not to and

- must appoint a selection panel, consisting of at least three of its members an Executive Headteacher, but not those who are staff governors. For Heads of School, a governor must be on the selection panel.

The role of the selection panel is to:

- select applicants for interview;
- notify the Local Authority, in writing, of the names of the applicants selected for interview for the post of Executive Headteacher and
- where appropriate, recommend one of the interviewed applicants to the governing board for approval.

The governing board may wish to seek advice from their linked Local Authority adviser.

## **6 Recruitment process**

Through our recruitment processes we will:

- minimise the risk of appointing someone unsuitable;
- ensure the capabilities and conduct of new staff;
- enable the school to 'track' the process and ensure all relevant steps are taken and
- ensure written records of procedures are available for future reference if required.

### **6.1 Defining the need to recruit**

When an employee leaves, senior leaders review the post and consider whether there is really a need for a replacement for 'like for like' or whether other alternatives could be available. Leaders consider:

- What is the purpose of the post?
- Is the post still required?
- Has the job remained the same or have changing work patterns, organisation or technology resulted in changes to the role?
- Could the tasks be carried out differently e.g., could any additional duties, responsibilities or hours be advertised internally to offer advancement or increased hours to existing staff
- Is job-sharing appropriate?
- Will any review of the role affect the salary?
- Is sufficient funding available?
- Does the governing board need to agree any changes or that the post can be advertised?
- Should the new post be permanent or temporary?

If the decision is to recruit, the next step is to write a job description and person specification if it is a new role, or review the existing job description and person specification if it is an existing role to ensure that they accurately reflect the requirements of the job.

### **6.2 Job Description**

The job description is a list of the responsibilities and tasks to be undertaken by the post holder. It is an effective way of communicating expectations about standards to employees and to school leadership team to help ensure effective performance in the job. The document also assists in writing the person specification by identifying the key attributes required to do the job.

Job descriptions for support staff are evaluated in accordance with the schools' adopted job evaluation scheme. This provides protection against any future claims of unequal pay and ensures fairness and consistency within the workforce. If changes are made to an existing job description it is recommended that the revised job description should be re-evaluated to ensure that the grade reflects the responsibilities of the post.

For teachers, Part 7 of the School Teachers' Pay and Conditions Document defines the professional responsibilities of teachers including (Executive) Headteachers, Deputy and Assistant headteachers (Heads of School) and are considered when deciding on job descriptions for teachers.

For safeguarding purposes, in addition to the list of the responsibilities and tasks to be undertaken, the job description includes the post holder's responsibility for promoting and safeguarding the welfare of children and young persons they will be responsible for or come into contact with.

### **6.3 Person Specification**

The person specification is essential to the recruitment process as it defines the type of person being sought. It describes the essential and desirable skills, knowledge, qualifications, specific conditions and competences required to undertake the duties of the job description and should state how these will be tested and assessed during the selection process. It also refers to the person's responsibility for the safeguarding and welfare of children.

The person specification is used to:

- inform the advertisement;
- assess applications to shortlist for interview;
- plan interview questions and selection tests and
- assess applicants and make the final selection.

### **6.4 Application form**

All applicants are required to complete an application form. The use of an application form will help to obtain a common set of core data from all applicants in a consistent format. This will assist through the process of shortlisting and interview. CVs are not accepted.

### **6.5 Advertising the vacancy**

All advertisements will contain the statement on the safeguarding and welfare of children (Section 3) and that the successful applicant will need to undertake an enhanced DBS check (including a Barred List check).

To help decide on the most effective recruitment method, consideration is given to the nature of the post, the circumstances of the school at the time, the type of person required and budgetary implications.

Whenever possible, the appointment panel agrees dates for short listing and interviews before advertising the post and the date for interviews should be incorporated into the advertisement and information packs to be sent to applicants to ensure that all applicants have notice to make themselves available.

Candidates are encouraged to visit the school and meet with the Executive Headteacher / Head of School (or chair of governors if the vacancy is for an Executive Headteacher).

### **6.6 Information pack for candidates**

Information packs to candidates include the following:

- Application Form
- Job description and person specification
- The school's policy on equal opportunities
- The school's safeguarding and child protection policy
- Information setting out the extent of the relationship / contact with children and the degree of responsibility for children that the person will have in the position to be filled
- Any other relevant material to attract applicants (e.g., school prospectus)

### **6.7 Shortlisting applicants**

All applications will be treated confidentially and only circulated to those individuals involved in the recruitment process e.g., the selection panel.

Where a candidate is known personally to a member of the selection panel, it will be declared before

shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

During the shortlisting process, the appointment panel will check to ensure that the application forms are fully completed, the information provided is consistent and does not contain any discrepancies and to identify any gaps in employment. Incomplete applications are not accepted and, time permitting, are returned for completion. Any anomalies, discrepancies or gaps in employment are noted so that they can be taken up at the interview stage if the applicant is shortlisted. In addition, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, should also be explored and verified.

Where there is disagreement on the suitability of a candidate, this will be openly discussed, and consensus reached if possible. If not, there may have to be a vote by the selection panel members.

A shortlisting form is used to score the applications and record decisions. Applicants are compared with consistency against the person specification criteria which can be evidenced from their application. Reasons for not shortlisting an applicant are recorded and retained for six months to demonstrate how criteria was not met and that discrimination did not take place. Whenever possible, one consolidated and agreed record of the panel's reasons for selecting or rejecting applicants is kept on file.

The DSL will undertake online searches of shortlisted applicants using a search engine and common social media platforms. This will only include publicly available information. Any content that raises a concern will be discussed by the senior leadership team and raised with the applicant at interview.

## **6.8 Interviews**

The candidates shortlisted for interview will be sent confirmation in writing, giving adequate notice of the date of interview. The letter includes:

- Date, time and place of the interview
- Format of the interview and whether any tasks / presentations will be involved and what equipment will be made available for the tasks / presentations
- Documents the candidates should bring with them e.g., proof of qualifications, identification

The appointment panel will meet prior to the interview to agree:

- Who will chair the interview
- What questions will be asked, in what order and by whom - questions should clearly relate to criteria in the person specification and the panel should avoid asking any questions about the applicant's health prior to making a job offer as the Equality Act 2010 prohibits this unless it is necessary to:
  - find out whether an applicant can participate in an assessment to test their suitability for the role;
  - establish whether there is a duty to make reasonable adjustments to enable an applicant to take part in the recruitment process;
  - establish whether the applicant will be able to carry out function(s) that is intrinsic to the job concerned and
  - establish if a person has a disability where this is an occupational requirement.

The employer is not permitted to ask the applicant other health questions until they were offered the job.

The selection panel will ask whether an applicant has a disability that would require reasonable adjustments to be made to the recruitment process. The example given in the explanatory notes to the Equality Act is of 'an applicant who discloses a speech impairment and asks for the adjustment of more time being allowed for the interview'.

The panel should also agree the areas which need to be explored with each applicant based on the information provided in their application.

- Which other selection technique(s) will be used to assess experience and competencies identified e.g., presentation, test

- The timeframe for making a decision
- The arrangements for notifying the candidates of the outcome of the interview
- Who will offer feedback if a candidate requests it and how it will be given

Panel members take notes to assist in making evidenced judgements, assist with feedback and in case of challenge by an unsuccessful applicant. Under data protection provisions, applicants can request copies of the notes taken at the interview relating to their own application.

At the end of the interview the panel will:

- Give applicants the opportunity to ask any questions that they may have
- Explain what will happen next including the timing of the decision or next stage if there is a second interview
- Thank candidates for attending the interview

When all applicants have been interviewed, the panel will discuss each applicant in relation to the person specification, the application form, and the interview performance and any selection test they may have undertaken. The panel will be as objective and fair as possible to select the best candidate for the job. The selection panel use a consistent scoring system to measure the standard of answers given against each question and any presentation or test that forms part of the selection process.

## **6.9 Notifying unsuccessful candidates/giving feedback**

Unsuccessful candidates are advised by telephone promptly and courteously. Feedback is given over the phone if it is wanted by the candidates.

Any offer of employment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the following pre-employment checks:

- Receipt of at least two satisfactory professional references
- Verification of the candidate's identity
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities
- Verification of any qualifications required for the post (if not verified at the interview)
- Verification of professional status where required e.g., Registration with the Teaching Agency, QTS status (unless properly exempted)
- A satisfactory enhanced DBS (with a Barred List check for those who will be engaging in regulated activity)
- A separate Barred List check if an individual will start work in regulated activity before the DBS certificate is available
- For teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999)
- Verification of the candidate's right to work in the UK
- Make any further checks the school consider appropriate if the person has lived or worked outside of the UK. This would include a check for information about any teacher sanction or restriction that the European Economic Area (EEA) professional regulating authority has imposed.
- For posts required to undertake teaching work, check to establish that the candidate is not subject to a prohibition order or interim prohibition order issued by the Secretary of State.
- For school leaders, check that the candidate is not subject to a Section 128 direction made by the Secretary of State

All checks should be:

- Confirmed in writing
- Documented and retained on the personnel file in an appropriate format
- A record of the checks must also be held centrally in the form of a Single Central Record of checks as required by the Keeping Children Safe in Education 2018 guidance (see Section 11) and,
- Followed up where they are unsatisfactory or there are discrepancies in the information provided

## **7 Record keeping**

The Single Central Record covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The checks set out below is the minimum information that must be recorded on the Single Central Record in respect of staff members (including teacher trainees on salaried routes). The record indicates whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a Section 128 check for management positions
- further checks on people who have lived or worked outside the UK (this would include recording checks for the European Economic Area (EEA) teacher sanctions and restrictions)
- a check of qualifications required for the job
- a check to establish the person's right to work in the UK

Copies of all job applications and notes relating to shortlisting and interview decisions are retained for at least 6 months. In the event of a legal challenge from an unsuccessful applicant, these documents must not be destroyed until the case is resolved.

A copy of the documents used to verify the successful candidate's identity, right to work in the UK and required qualifications is kept for the personnel file and in accordance with the Data Protection guidelines.

## **8 Post appointment induction**

An induction programme is in place for new employees and tailored to their needs. The purpose of induction is to:

- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct expected of staff within the school
- Provide opportunities for the new member of staff to discuss any issues or concerns about their role and responsibilities
- 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 (for support staff, these issues can be identified and hopefully addressed during the probationary period)

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, but as far as safeguarding and promoting the welfare of children is concerned, the induction programme includes information about:

- Policies and procedures in relation to safeguarding and promoting the welfare of children
- Safe practice and the standards of conduct and behaviour expected of staff and children
- Other relevant personnel procedures

The programme also includes attendance at child protection training appropriate to the person's role.