



Central Region Schools Trust

Founded by the RSA

RECRUITMENT AND SELECTION POLICY

Recommended by:

Head of HR

Ratified by:

HR Committee

Signed:

Position on the Board:

Chair of the HR Committee

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Key Changes to this Edition:

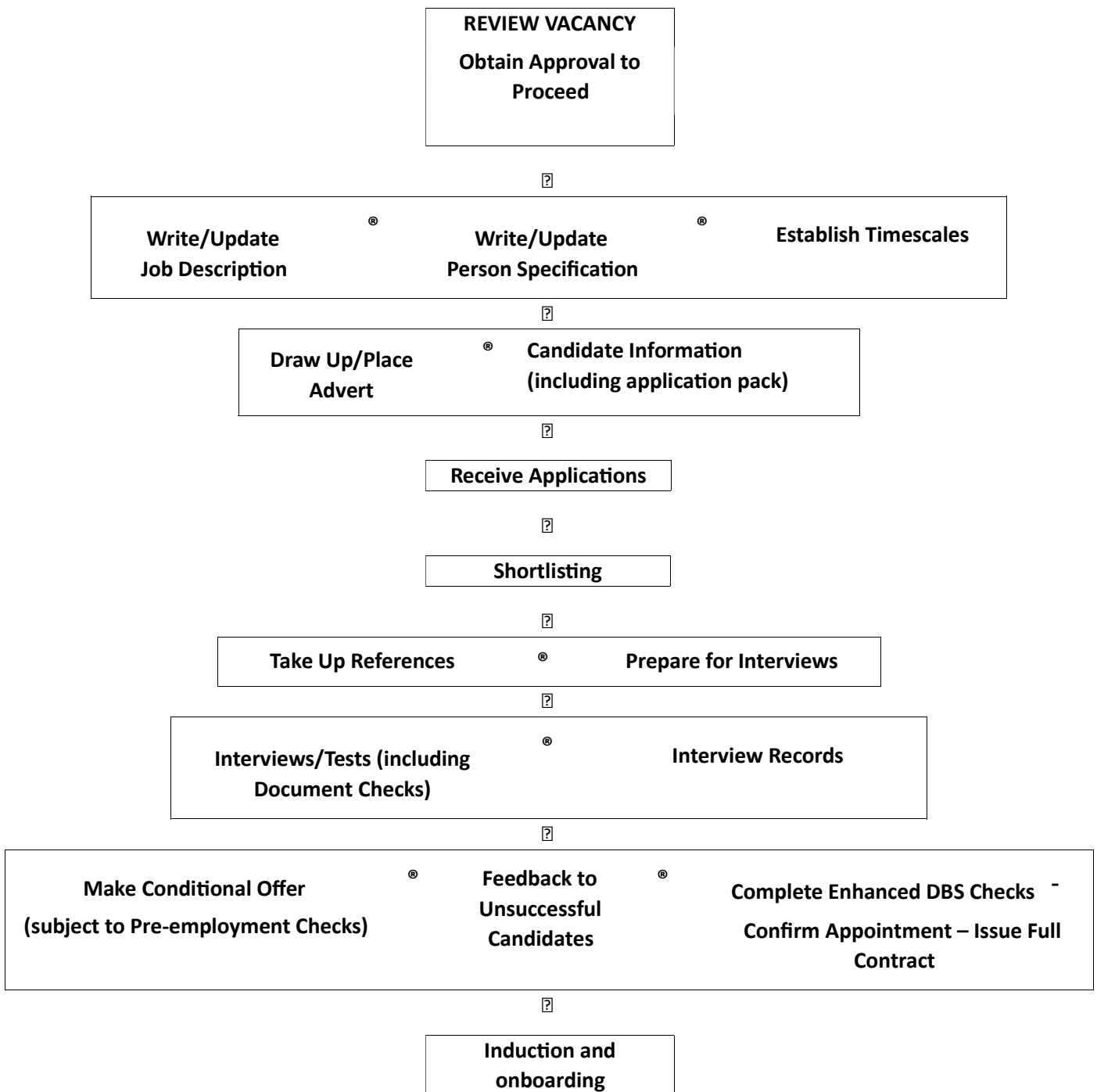
Added new sections – introduction, scope, principles, and HR Support	Page 5, section 1.1 to 4.1
Added information under section 7, Equal Opportunities and other legislations/statutory obligations	Page 10, section 9
Added new section -agency workers/casual workers.	Page 20
Added new section on monitoring and review.	Page 9
Revision made to the policy and procedures to reflect changes in current legislations, guidance and best practice.	
Amend/updated the Approval to recruit form	Appendix 1
Updated DBS template	Appendix 5

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Recruitment and Selection Activity Flow Chart



1. INTRODUCTION

- 1.1. Central Regions Schools Trust (CRST) is committed to the recruitment of suitable persons whose skills, knowledge, experience, and values match the requirements of the post. To achieve this, we will ensure that we adopt a recruitment and selection process that enables the Trust to appoint employees on merit who can make a positive contribution to the organisation. The revision to the recruitment and selection policy and procedure is part of a natural evolution of the Trust's procedures, so that they better meet the environment the trust operates in, better enables the Trust to achieve its policy objectives to meet service requirements and to comply with changes in legislation and best practice.
- 1.2. The Trust recognises that staff are its most important asset and the capability of the Trust to deliver its objectives depend on the performance of individual members of staff. The Trust also believes in promoting diversity and ensuring that difference is recognised and celebrated within the context of fairness and equality.
- 1.3. The Trust has a statutory duty to maintain the safety and welfare of children and young people, in accordance with Government's Guidance "Keeping Children Safe in Education; the Trust will implement safeguarding procedure and arrangements throughout the recruitment process to ensure full compliance with the statutory guidance.

2. SCOPE

- 2.1. This document provides guidance on recruitment and selection and applies to the appointment of all staff (including Principals/Headteachers) to the Trust's Academies across the West Midlands. The policy applies to anyone who deals with the recruitment of school staff including but not limited to Headteachers, Deputy Heads and Governors. Support and advice is available from Head of HR or Trust HR Managers for all Academies. In line with Keeping Children Safe in Education 2023, and to ensure recruitment and selection process is conducted consistently across all the Trust /schools and academics the Trust will ensure that at least one person on any shortlisting and interview panel has attend relevant safer recruitment training.

3. PRINCIPLES

- 3.1. The aim of this policy is to create a structure and process to facilitate the recruitment and retention of high calibre staff to the Trust and to ensure that the recruitment process is fit for purpose. To achieve this, the following principles will always be adhered to:
 - To apply equality, diversity, and safer recruitment considerations consistently throughout the recruitment, selection, and appointment process
 - To ensure vacancies are advertised through appropriate media, giving considerations as to how to bring vacancies to the attention of suitable candidates to achieve maximum benefits and value.
 - To ensure that all appropriate checks are carried out on new staff who work with children and young people
 - To keep and maintain a single central record of recruitment and vetting checks in line with Department for Education (DfE) requirements.
 - To present a positive and professional image of the schools and the Trust
 - Adopt and implement measures described in this policy to all contractors, or agency staff and monitor the compliance with these measures.

4. HR SUPPORT AND ADVICE

- 4.1. Support and advice is available from HR who will also assist with the following. However, in relation to complex cases we may seek Independent external legal advice.

The HR at CRST will:

- Board requirement** that all members of the panel have undertaken Safer Recruitment training.

7. EQUAL OPPORTUNITIES AND AVOIDING DISCRIMINATION

- ### 7.8. Age
- Care must be taken to avoid terminology which implies that a candidate may fit a particular age profile, for example 'young', 'mature' or 'energetic', may all be discriminatory.

- The Childcare (Disqualification) and Childcare Early years Provision (extended Entitlement) Amended 2018

10. OTHER RELEVANT LEGISLATION

10.1 The Rehabilitation of Offenders Act 1974 states that a conviction is said to be 'spent' if it did not carry a sentence excluded from the Act and there are no further convictions during a specified period. In most situations, a person is not required to reveal spent convictions. However, posts in schools are exempt from the Act and a statement explaining this is included in the job application forms. However, new rules on DBS filtering came into effect on 28th November 2020 resulting in youth cautions, warnings and reprimands no longer being disclosed automatically on a Standard or Enhanced DBS certificate (see Appendix 5).

10.2. Reference requests must include the following statement: "As the work of this post involves working with children, other vulnerable groups or in a position of trust it is therefore exempt from the provisions of the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. To the best of your knowledge, does the applicant have any unspent or unfiltered* spent criminal convictions, cautions, reprimands or formal warnings?"

(*Please see: www.gov.uk/government/publications/filtering-rules-for-criminal-record-check-certificates for information regarding filtering of convictions.)

If you have any questions about anything covered in this section, please contact the Trust HR Managers/Head of HR

11. MONITORING, REVIEWING AND ASSESSING IMPACT

11.1. This policy will be monitored and reviewed by staff and governors on a two-yearly basis at the same time as the child protection policy, to ensure that it is effective in helping the school to recruit and retain excellent, well-motivated staff who share the ethos and safeguarding and promoting the welfare of children and young people. Regular monitoring reports will be submitted to senior management and HR subcommittee as required,

PROCEDURE

12. RECRUITMENT PROCESS – KEY STEPS

- Identify who will be on the appointment panel. This will depend on the post but should involve the direct line manager of the post and may involve one or more Governors. For Central Support Staff roles the CRST HR & People Manager will be on the panel. The Trust require that Governors must be consulted and /or be involved in the appointment of a Principal/Headteacher; however, can delegate the recruitment of other staff to the Principal/Headteacher. It is recommended for Governors to be part of the appointment process where there are internal applicants.
- Establish a timetable for the appointment process, bearing in mind notice periods and set resignation dates for teachers and Principals/Headteachers.
- Check that the post is still required and the implications for the school budget.
- Prepare an updated **Job Description**, via a formal review of the current job description.
- Prepare an updated **Person Specification**.
- Check that the application form will elicit the information needed.
- Advertise.
- Shortlist.
- Request references for shortlisted candidates.

- Carry out pre-employment checks.
- Arrange for short-listed candidates to visit the school, if applicable to the post.
- Where appropriate for teaching posts, arrange to observe candidates teach in their current schools.
- Invite to interview.
- Hold interviews and make selection decision.
- Make offer of employment to the selected candidate.

The **essential steps** in terms of pre-employment checks are summarised in the checklist in Appendix 4 & 5.

13. REVIEWING THE VACANCY

Any vacancy or new post provides the opportunity to review the role and the way it fits into the overall staffing structure of the school. When someone resigns, you should review the role to decide whether a 'like for like' replacement is necessary. If it is, the Job Description should be reviewed to ensure that it accurately reflects the key purpose and responsibilities of the role.

If you are considering a fixed-term or variable hours contract, please refer to the guidance document 'FixedTerm and Variable Hours Contracts in Schools'. Please contact CRST HR Manager/Head of HR to discuss the implications of such an appointment.

14. JOB DESCRIPTION

14.1. As a minimum, the Job Description should include the following information:

- Job title
- Title of post to which this post reports.
- Title and number of any posts directly supervised.
- The main purpose of the job.
- The main duties and responsibilities of the post.
- The individual's responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. (The extent of the responsibility or contact will vary depending on the specific role.)
- The date the Job Description was produced and a note showing who prepared/reviewed and approved it.

14.2. As most jobs tend to develop over time, it is advisable to include a section headed "Other Duties", which may include the following:

"The post holder may be required:

- to undertake such other duties and training and/or hours of work as may be reasonably required to be consistent with their general level of responsibility;
- to maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training."

14.3. It is also advisable to include a statement that "the Governing Body reserves the right to vary the content of the Job Description, after consultation, to reflect changes to the job without changing the general character of the post or level of responsibility".

15. PERSON SPECIFICATION

15.2. The Person Specification should distinguish between the essential requirements and any criteria which are viewed as desirable, that is, those skills, experience or qualifications which would enhance job performance. Desirable criteria can be used during the shortlisting stage if you need to distinguish between a number of candidates who meet the essential criteria.

- nature of the contract (e.g. permanent, fixed-term: include duration);
- how to apply, i.e. clear instructions on what the applicant must do next;
- closing date;
- a named person at the Trust/School with a telephone number and/or email/website address for applicants to contact if they need further information or clarification.

Occasionally a situation may arise where a vacancy needs to be filled at short notice, for example when a pupil with a Statement of Special Educational Needs joins the school mid-term. You may feel that you have existing temporary or part-time staff within school who could fulfil the role well. In such circumstances, you may advertise the vacancy within the school, rather than externally. Volunteers and helpers in school should normally be excluded from applying, and applications only accepted from substantive staff, except where the vacancy is for a short term period, i.e. to cover sickness/leave or in order to cover whilst a formal recruitment process is undertaken. In such circumstances necessary clearances are still required.

If you are unsure whether a post should be advertised externally, please contact a CRST HR Manager.

18. INFORMATION FOR CANDIDATES

18.1. It is important to ensure that potential applicants find the application process positive and straightforward. This should be in the Trust format providing concise and relevant information so that prospective applicants can make an informed decision about whether to apply. The pack should include a copy of:

- the application form and explanatory notes about completing the form;
- clear instructions on electronic or online applications if appropriate;
- the Job Description and Person Specification;
- information about the school – location, ethos, context, development plan, etc. and a link to the school's website;
- a summary of the recruitment process;
- the School's Safeguarding/Child Protection Policy Statement and practices and Policy on Employment of Ex Offenders
- a summary of the key terms and conditions relating to the post, including hours of work;

Any information made available to job applicants needs to be accurate, clear and contribute towards encouraging suitable individuals to apply, deterring unsuitable people.

19. APPLICATION FORMS AND SHORTLISTING

19.1. Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. This information should only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted. Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

19.2. At least **two** people should be involved in shortlisting. This should include the Principal, Headteacher, Line Manager responsible for the post and if required by a Trust HR Manager. All candidates should be assessed equally against the criteria contained in the Person Specification without exception or variation. An example shortlisting form is included at Appendix 2.

19.3. All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Any gaps should be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move need to be explored and verified.

19.4. **All** shortlisted candidates **must** satisfy the essential requirements of the Person Specification. This can usually be established by looking at the application form. Desirable requirements can then be used as an additional filter to arrive at a manageable shortlist.

There is no minimum or maximum number for a shortlist, but 5 or 6 candidates represents a manageable shortlist. However, if only one suitable person applies for the post they can be interviewed and if found suitable for the post they can be appointed. If your shortlist does not produce anyone suitable to appoint, you can re-advertise.

19.5. You must record and retain the reasons for rejecting and shortlisting candidates, along with the application forms and interview records. These details **must** be kept and stored in line with GDPR requirements for at least 6 months so that if anyone challenges your shortlisting decision on the grounds of unlawful discrimination you will have a written record of your reasons. An individual has three months after being rejected for the post in which to lodge a complaint of unlawful discrimination.

20. REFERENCES

20.1. A minimum of two references are required, one from the last employer, utilising the CRST reference form.

20.2. Key points:

- Obtaining references for everyone seeking work in a School, including on a voluntary basis, is an essential part of a robust Safer Recruitment process.
- References should always be obtained where possible before the interview for all shortlisted candidates, including internal ones.
- A request by an applicant to delay seeking references until it is known whether he or she is to be offered the post should only be agreed as an exception. It is noted that this is more likely in support staff roles.
- If an applicant has worked with children previously, whether on a paid or voluntary basis, at least one reference should be obtained from the person or organisation that employed the applicant to work with children, even if that is not the applicant's current or most recent employer. This may mean requesting an extra reference where the person is not currently employed with children.
- If the candidate is a school leaver or has not been in work for over two years, a character reference will be requested.
- If a verbal reference is obtained it should be followed up in writing.
- Open references or testimonials should not be accepted as you cannot be certain that they come from the specified referee.
- References should be carefully scrutinised to check the referee has answered all the questions and followed up if there are any vague or ambiguous statements. What a reference doesn't say can be as important as what it does say.
- Any discrepancies between the information supplied by the candidate about him/herself and his/her experience and background and the contents of the reference should be followed up with the referee.

- **Any offer of employment should be conditional upon receipt of satisfactory references, which should be received before the start of employment.**

It is recommended that Academies use the CRST pro-forma template for referees to complete.

If Academies feel that the main reference is inadequate, they should not employ the individual: please seek advice from a Trust HR Manager/Head of HR.

21. TEACHERS SUBJECT TO CAPABILITY PROCEDURES

21.1. It is a requirement under the School Staffing Regulations (2009) for maintained schools, if asked, to confirm whether or not a teacher has been subject to capability procedures within the preceding two years and, if so, to provide written details of the concerns which gave rise to this, the duration of the proceedings and the outcome.^[1] Schools are only required to do so, if asked by the school or school to which the teacher has applied. This requirement is also included in funding agreements for Academies which converted after 1st April 2013.

22. PRE-EMPLOYMENT CHECKS

22.1. DBS Checks

Enhanced DBS checks, in most cases with a Children's Barred List Check, are required for all posts in schools.

If you have specific questions about DBS checks, please contact a Trust HR Manager or Head of HR.

22.2. Right to work in the UK

Under Sections 15–25 of the Immigration, Asylum and Nationality Act 2006 it is a criminal offence to employ a person who is not entitled to live and work in the United Kingdom. Principals/Headteachers/managers must carry out basic document checks before taking on a new employee, even if the individual has a local government continuous service date or has been employed by a Local Authority or school. Where employees have restrictions on their entitlement to be in the UK, basic document checks will need to be repeated at least once every 12 months.

The School Staffing (England) (Amendment) Regulations 2012

22.3. During any recruitment exercise all employers are **required to carry out checks on all prospective employees before they start working for you** to ensure that you avoid discrimination. A **copy of any document(s)** submitted by a job applicant as acceptable evidence of his/her right to work in the UK is required.

22.4. Before or after the interview, as the Principal/Headteacher/Recruiting manager must:

- see **either** one original document from List 1 **or** alternatively an acceptable combination of two original documents from List 2.
- satisfy yourself that the document(s) is/are genuine and that the applicant is the rightful holder.
- ensure that photocopies are taken of the document(s) and, **for the successful applicant only**, that they are stored so that they are available for inspection by UK Visas and Immigration if required.

22.5. To satisfy that a document is genuine, the School/Trust must carry out the following 'reasonable steps' as set out by the Home Office:

Check that:

- any photographs are consistent with the appearance of the applicant.
- any dates of birth listed are consistent with the appearance of the applicant and are consistent across the documents.
- the expiry dates have not been passed.
- any United Kingdom Government stamps or endorsements to see if the applicant is able to do the type of work the School/Trust is offering.
- be satisfied that the documents have not been tampered with and that they belong to the holder.

22.6. If the applicant gives two documents from List 2 which have different names, a further document is required to explain the reason for this. The further document could be a marriage certificate, divorce document, deed poll, adoption certificate or statutory declaration.

22.7. **Copies must be taken of each document** and attached to the individual's employment application form, in a format which cannot later be altered, e.g. a photocopy or scan. For each document, a copy should be taken of the front cover and any pages that give the applicant's personal details, including the photograph and their signature. Any page containing a UK Government stamp or endorsement allowing the applicant to do the type of work applied for must also be copied. If an applicant submits a Biometric Residence Permit, both sides are required to be copied.

22.8. UK Visas and Immigration recommends that the School/Trust **write on all copies the date on which the copy was made**. If copies of documents have been taken for all applicants, then the School/Trust must ensure that they destroy those provided by the unsuccessful applicants.

22.9. For further information, seek advice from Trust HR / see the Home Office guidance:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/304793/full-guide-illegal-working.pdf

23. QUALIFICATION CHECK FOR TEACHERS AND PROFESSIONALS

23.1. Professional qualifications should be verified as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

24. ONLINE SEARCHES ON SHORTLISTED CANDIDATES

24.1. The Trust is committed to ensuring that safeguarding is a top priority; therefore, in line with KCSIE, the schools will consider carrying out online searches on shortlisted candidates as part of their due diligence. Online searches solely aim to help identify any incidents or issues that have happened, and are publicly available online, which the school may want to explore with the applicant at interview.

24.2. Online searches will be conducted on shortlisted candidates only and only where the school considers this appropriate. The school will consider any potential risks of online searches (e.g. unlawful discrimination or invasion of privacy) and will be clear on the reasons that online searches are being conducted. Shortlisted candidates will be informed of any online searches that will take place. Online searches will only examine data that is publicly available.

- 24.3. Online searches will be carried out by an individual who is independent of the interview process to minimise the risk of bias or discrimination and to ensure that only relevant information is considered. The person responsible for carrying out online searches will have due regard to Part three of KCSIE.
- 24.4. The online search process may include searching for the candidate by name via search engines and social media, such as:
- [Google](#)
 - [Facebook](#)
 - [LinkedIn](#)
- 24.5. When carrying out searches of shortlisted candidates' online presence, the school will look out for indicators of concern, such as:
- Inappropriate behaviour, jokes or language.
 - Discriminatory comments.
 - Inappropriate images.
 - Drug or alcohol misuse.
 - Anything that suggests the candidate may not be suitable to work with children.
- 24.6. Any concerns will be addressed during the interview process. The school will ensure that candidates are given an opportunity to discuss any concerns raised by the online search.

25. SINGLE CENTRAL RECORD

- 25.1. The school **must** keep a Single Central Record, referred to in the School Staffing (England) Regulations 2009 as "the register". The Single Central Record must cover all staff who work or volunteer at the school. Confirmation that these checks have been carried out along with the date the check was undertaken/ obtained must be logged on this record for all employees of the school.
- 25.2. The Single Central Record **must** cover the following people:
- all staff (including supply staff, and teacher trainees on salaried routes, agency workers and contractors) who work at the school; and
 - for independent schools (including academies and free schools) all members of the proprietor body.
- 25.3. The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is 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 for independent schools, including academies and free schools);
 - further checks on people who have lived or worked outside the UK
 - a check of professional qualifications

- a check to establish the person's right to work in the United Kingdom
- DBA check for relevant posts in relevant settings.

25.4. For supply staff, Academies should also log (on the Single Central Record) whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the mandatory checks, including a barred list check if required.

26. INTERVIEWING AND SELECTION

Preparation for the Interview

26.1. The purpose of the interview is to gain information from candidates on which to base sound and fair appointment decisions, i.e. assessing each candidate against the objective selection criteria.

The interview also allows you to check for gaps in the employment record and explore any discrepancies between information given by the candidate on the application form and the references.

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

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline;
- any relevant issues arising from his/her application form or references.

26.3. **Before the interview the panel members must ensure that:**

- they are familiar with the Job Description and Person Specification.
- that they have read the application forms of shortlisted candidates, noting any areas of concern and/or particular questions to follow up on anything stated in the application form.
- they have any other documents which may be needed during the selection process, e.g. interview assessment sheet, summary score sheets, information on salary and other terms and conditions of employment if relevant.
- to ensure that the technology works for Teams interviews if required (COVID-19).
- someone at school has clear responsibility for greeting candidates, ensuring that refreshments are available and that there is a suitable waiting area for candidates.
- an appropriate room has been set aside for the interviews, of sufficient size to be comfortable, suitably furnished and free from interruptions.
- the timetable for the day allows time for candidates to move between activities without feeling rushed (breaks for the panel should also be taken into account).
- candidates are given details of their programme for the day, including timings.

27. INTERVIEW QUESTIONS

27.1. The interviewing panel will need to meet in advance to agree questions (with **possible answers**), the role of each interviewer and the sequence of the questions. **These questions must be asked of every candidate, but interviewers may, and indeed should, ask supplementary questions of any candidate if that is necessary to elicit clear information.**

27.2. Questions should be clear and use language appropriate to the job role.

27.3. Open competency-based questions, using what? who? how? why? where? when? which? - for example, "how do you promote effective home – school liaison?" will require a fuller answer:

- Tell me about..., Please describe...
- What if...?
- What do you think are the qualities of a good?
- Give some examples which you think reflect these qualities...
- What attracted you to the role of [Site Manager] in a school...?
- Give examples of situations where you have had to...
- How have you managed a situation where...?

27.4. Specific questions must be asked to establish each candidate's Awareness of and attitudes to safeguarding of children and young people. The following may be used, according to the role, e.g.:

- Please tell us about a time when you took action to protect a child.
- Describe the procedures that should be in place to protect children.
- Please tell us about a time when you had safeguarding concerns about a child.
- Please give an example of where you have had to deal with bullying behaviour.
- Can you tell us how you have managed poor pupil behaviour?
- What do you think makes a school safe and supportive?

28. QUESTIONING STYLES

These include:

28.1. Open Questions

Open questions should form a significant part of the interview, e.g. "How did you deal with that behaviour issue?" Open questions are usually prefaced by 'what, where, how, who, why, when?' This questioning style encourages the candidate to talk and should help to elicit the information you are seeking.

28.2. Closed Questions

These encourage short responses, like yes/no answers or short factual responses. For example, "Have you worked as a cleaner before?" Such questions can be used to elicit and verify factual information, or as an opening question, following on with an open question (see below) such as "Can you tell us more about that?" or "What were your duties?"

28.3. Multiple Questions

Generally, you should avoid this questioning style, although it may be acceptable to ask multi-part questions, e.g. "Please tell us about a time when an intervention was not successful. What did you learn from the

experience, and what would you do differently in the future?" In this example, which has three elements, you should either repeat the question after the candidate has responded to the first part, or, better still, ask the initial question, then follow up with a supplementary question.

28.4. Leading Questions

These questions should be avoided as the question usually suggests the anticipated answer, e.g. "You are reliable, aren't you?"

29. SELECTION AND APTITUDE TESTING

29.1. Selection and aptitude testing may be used in conjunction with a formal selection interview but must not be used in isolation as a selection method. The selection panel will need to consider the following:

- Which essential selection criteria will be measured using the test?
- Are the criteria more appropriately assessed by other selection methods?
- What will the results of the tests add to the decision-making criteria?

29.2. Please note that candidates must be notified in advance that tests will be used as part of the selection process. As a matter of courtesy, feedback and advice on test results should be given to all candidates who undergo them. Time for this activity should be built in to the recruitment process.

30. PRESENTATIONS

30.1. Presentations should only be used as a selection tool where presentation skills are relevant to the role.

Where presentations are used as a selection method, ensure that all candidates are given clear instructions of what is required, sufficient time for preparation (normally this will be in advance) and access to appropriate equipment, e.g. laptop and multi-media projector.

31. PSYCHOMETRIC ASSESSMENTS/PERSONALITY PROFILING

Any psychometric assessment/tests used in the selection process must have been professionally validated, administered and interpreted by persons who have had appropriate formal training, and all results must be held on fully confidential files – these must be approved by a Trust's HR Manager/Head of HR.

32. IN-TRAY EXERCISES

In-tray exercises are a helpful way of assessing a number of criteria, for example, organisational skills, the ability to prioritise and decision-making skills. They are often used as part of the selection process for administrative or support posts.

33. OBSERVING CANDIDATES TEACH

This is standard practice when appointing teaching staff and is a recommended safer recruitment practice. Teachers can be observed in their current school (if practicable) or in the recruiting school.

34. MAKING AN OFFER

34.1. All Academies must adhere to the requirements 'Keeping Children Safe in Education' (2023)

Any offer of appointment 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 i.e. **before** the individual starts work:

- Enhanced DBS
- Two satisfactory references
- Medical declaration

- Overseas Check

- 34.2. Schools and academies have a duty to ensure that a relevant activity is only carried out by a person if he/she has the health and physical capacity to carry out that activity.
- 34.3. Employers can make an offer of employment conditional on obtaining satisfactory answers to medical enquiries without being in breach of the provisions in the Equality Act 2010 (see Section 3 above).

35. MEDICAL CLEARANCE PROCESS

- 35.1. The initial MRF1 form is issued and checked by the School. If nothing is declared on this form, the applicant is cleared to start work. If there is a declaration, then you must inform a Trust HR Manager and issue the more detailed MRF2 form to the applicant to complete and for Occupational Health/HR to review. **You should not allow the applicant to start work until Occupational Health confirm to you that medical clearance has been given by Occupational Health.**

36. FEEDBACK TO UNSUCCESSFUL CANDIDATES

- 36.1. Be prepared to give the unsuccessful candidates feedback if they ask for it: You may wish to offer feedback as a matter of course, allowing candidates to opt out. Feedback should relate to the requirements of the job and be based on the Person Specification.
- 36.2. Many people value feedback as it can help them address any aspects of their interview performance in readiness for future interviews. Make sure that feedback relates specifically to the job and the person and try to be specific about areas of weakness or where development is needed.

37. RECORD KEEPING

- 37.1. Records must be kept of applicants, shortlists and appointed candidates must be kept and stored in line with GDPR requirements to enable a response to be made to any claims of unlawful discrimination. The selection panel must be able to demonstrate why candidates were not shortlisted or appointed by reference to the Job Description/Person Specification, notes taken during the selection process and interview record forms. All records should be kept for 6 months.

38. EMPLOYMENT DOCUMENTATION

Offer Letters and Contracts of Employment

- 38.1. Once a verbal offer to the successful candidate has been made and accepted the offer may then be confirmed in writing. The letter should reiterate that the offer of appointment is **conditional** and subject to satisfactory completion of the pre-employment checks described in Section 8 above. A contract then can be drafted utilising the centralised HR Resources template and when complete checked **by HR**
- 38.2. Note: A verbal offer is still an offer of employment and is legally binding and needs to be **conditional** and subject to the pre-employment checks detailed in Section 8.

39. INDUCTION

- 39.1. A well-planned and thorough induction programme is a crucial aspect of any recruitment and selection process and should be treated as part of the process. Effective induction should reinforce the messages given to a new employee before and during the selection process and provide him or her with a positive start to working as part of your school team. In addition to highlighting procedures, policies and factual information,

induction discussions provide a good opportunity to confirm the conduct expected of staff within the school, share and promote the school ethos and, vision and values. The employee should be encouraged to raise any concerns he/she has about the new role, including highlighting training and development needs.

39.2. The precise elements may vary, depending on the role and whether the post holder has worked in a school before.

Nevertheless, there are a number of key areas which need to be covered by the Principal/Headteacher (or 39.3. Governors in the case of a new Headteacher) or relevant manager:

- policies and procedures in relation to safeguarding, child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet/social media safety and any other local safeguarding procedures.
- issue the employee with the leaflet on Safe Working Practice and explain how any concerns in relation to safeguarding should be raised, and with whom (ensure the employee knows who the Designated Person in school is). Ensure that he/she is included in safeguarding training appropriate to his/her role.
- copies of (or information on how to access) key school policy documents, e.g. SEND; Behaviour Policy.
- information on key employment policies and procedures such as disciplinary, grievance, capability/performance and sickness absence (e.g. reporting sickness absence).

39.3. The school staff handbook is a useful way of capturing this information. Advice is available from a Trust HR **Manager/Head of HR** if you wish to update or develop a new School staff handbook.

40. ITT & ECT INDUCTION AND TRAINING

40.1. The Trust's mission is to recruit, develop and retain exceptional professionals by offering leading edge, initial teacher training (ITT) followed by exceptional early careers teacher (ECT) training across our diverse family of Academies.

41. PROBATIONARY PERIOD.

41.1. Refer to the Trust Probationary Policy and Procedures for teaching and non-teaching staff. Support staff joining the Trust are subject to a 6-month probation period.

42. VOLUNTEERS

42.1. DBS checks should be carried out on all volunteers in the School/Trust, and satisfactory references must be obtained before an individual starts voluntary work.

43. AGENCY WORKERS

43.1. Agency workers. (e.g., supply teachers) are not employees of the Trust/School. The primary responsibility for carrying out identity checks, Disclosure and Barring Service (DBS checks) where required, and any other security checking rests with the agency concerned. However, the school should require evidence from the agency that the necessary checks have been completed and verified.

44. CASUAL WORKERS

44.1. Casual workers are not employees of the school; they are workers who are engaged on an "as and when basis". They should not have regularised work patterns or hours and should not be engaged on a continual basis. The trust will only engage casual workers when appropriate for example, where the work is variable/seasonal or where it is impossible to predict demand due to external factors.

44.2. Casual workers can accrue employment rights in certain circumstances so the Head teacher should ensure that casual contracts are only used when the requirement is truly casual i.e. short term, intermittent and with no mutual obligation to offer or accept work. The Head teacher is responsible for monitoring casual workers hours and working arrangements to ensure that their status does not inadvertently change to that of an employee. Further advice is available from a Trust HR Manager/ Head of HR.

APPROVAL TO RECRUIT FORM**APPENDIX I**

This form must be completed and authorisation to recruit approved prior to the advert and recruitment process commencing.

CRST School Name:

PART ONE – EXISTING AND NEW VACANCY REQUEST DETAILS:**POST / VACANCY DETAILS**

Job Title:	Grade and Salary:	Additional Benefits:
Salary Scale and Range:		Required Start Date:
Hours: Full Time ☐ Term Time Only ☐ Part Time ☐ Hours for Part Time		
Contract Type: Permanent ☐ Supply ☐ Temporary ☐ Fixed ☐		Recruitment Type New Post ☐ Existing ☐
Fixed Term End Date _____		

SUPPORTING DOCUMENTS

Recruitment Documents:

Job Description Agreed ☐ Person Specification Agreed ☐ Post Evaluated ☐ Advert Agreed ☐

Please attached job advert, organisational structure, business case and confirm within budget:

Media Agreed: YES/NO	Organisational Structure Agreed: YES/NO	Within Budget: YES/NO
		Cost Code:

Additional Information (reason for the vacancy, the reason for the post, other options considered):

PART TWO – AUTHORISATION

Authorisation for Existing or New Vacancy		
School Principal/C-Suite Name:	Principal/C-Suite Signature:	Date:
Chief Finance Officer Penny Harrison	Chief Finance Officer Signature:	Date:
Executive Principal (CEO) Guy Shears	Executive Principal (CEO) Signature:	Date:
Checked by Human Resources		
Head of HR	Head of HR Signature:	Date:

Example Shortlisting Record Form

THIS FORM SHOULD BE COMPLETED INDIVIDUALLY BY ALL MEMBERS OF THE SHORTLISTING PANEL AND THEN IN SUMMARY FORM BY THE CHAIR OF THE SHORTLISTING PANEL, AND BE RETAINED FOR REFERENCE PURPOSES FOR AT LEAST 6 MONTHS **IN LINE WITH GDPR REQUIREMENTS**, TOGETHER WITH THE PERSON SPECIFICATION, JOB DESCRIPTION AND APPLICATION FORMS.

Post Title:

.....

Shortlisting Panel

.....

.....

.....

Form completed by

.....

Date

.....

No.	Name of Candidate	Reasons for Decision (with details)					Comments/Additional Information
		Shortlisted YES/NO	Relevant qualifications	Appropriate experience	Appropriate skill/ability	Information on form	

Example Interview Record Form

THIS FORM SHOULD BE COMPLETED BY THE CHAIR OF THE INTERVIEWING PANEL, AND BE RETAINED FOR REFERENCE PURPOSES, WITH OTHER PAPERS RELATING TO SHORTLISTED CANDIDATES' APPLICATIONS, FOR AT LEAST 6 MONTHS FROM THE DATE OF THE OFFER OF APPOINTMENT.

Post Title: Interview Date:

.....

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Interviewers' Names

.....

.....

.....

Form completed by

.....Date

.....

No.	Name of Candidate	Reasons for Decision (with details)					Comments
		Successful YES/NO	Insufficient knowledge	Inappropriate experience	Lack of skills/abilities	Other (specify)	

Appointment Checklist

Action	Date completed	Requirement to keep copies of document(s)?	Notes
References for shortlisted candidates received and scrutinised		Yes	
DBA declaration form given to shortlisted candidates if relevant		Yes	
MRFI given to preferred candidate			
ID check		Yes	
Enhanced DBS check			No requirement to keep a copy but a copy may be kept by the school for a maximum of 6 months

Barred list check			
Action	Date completed	Requirement to keep copies of document(s)?	Notes
Right to work in the UK verified		Yes	
Further checks if preferred candidate has lived or worked outside the UK		Yes	
Qualifications checked		Yes	
QTS		Yes	Teachers
SI28 direction check			For management posts in independent schools, including academies and free schools
Prohibition order check			Teachers

DBS: Checklist

New rules on DBS filtering came into effect on 28th November 2020 resulting in youth cautions, warnings and reprimands no longer being disclosed automatically on a Standard or Enhanced DBS certificate.

Other offences such as those on the specified offences list from DBS will always be disclosed in addition to all convictions resulting in a custodial sentence, whether or not they were suspended.

Below is some guidance for recruiters on the steps that you need to take to ensure that you comply with the changes.

ADVERT

Your advert should contain a statement in relation to successful candidates having to undertake an enhance DBS check.

Our advice is that you keep this as a very brief statement in line with the above and do not go into further detail about what is required in terms of conviction/caution/disclosure.

APPLICATION FORM

We recommend that your application form does not include a requirement for candidates to disclose information about criminal records. The Data Protection Act 2018 and the UK GDPR expect you to only obtain (process) information that you need, when you need it. Conviction information should be obtained at or after interview.

Your application form should include the statement about disclosing convictions:

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

INTERVIEW

It is correct for you to ask for criminal record information during the interview process. Transparency and honesty play a key role in a school setting and to establish this at the point where the candidate/employer first meet (at interview) is good practice and in line with expectations under the Data Protection Act 2018 and UK GDPR. Safeguarding in a school setting generally and safer recruitment checks should also be discussed.

To ensure you only seek information to which you are entitled, we advise you limit your conviction questions to:

- Do you have any adult cautions (simple or conditional)?
- Do you have any unspent conditional cautions?
- Do you have any unspent convictions in a Court of Law?
- Do you have any spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020?

If the candidate confirms with certainty that there are no convictions/cautions to disclose, you should record this on the interview records. There would be no requirement for the candidate to complete the relevant convictions form in these circumstances. Where the candidate either indicates that:

- they do not wish to answer the questions at interview and instead would prefer to complete the relevant conviction form after interview; or •
that they may have conviction information, but they are unclear whether they are required to disclose it to you

We advise telling the candidate not to share conviction information at that point and to instead provide them with a relevant conviction form. You should also explain that if they progress to the next stage of the process/are the preferred candidate, they will be contacted and asked to complete and return the Relevant Convictions Form (see below) at that point.

Where you offer a candidate the role before receipt of the DBS certificate, do ensure that the offer is conditional upon receipt of a satisfactory DBS certificate.

If the candidate is successful but the DBS information contradicts the conviction information disclosed to you by the candidate, you should discuss the issue with the candidate. As part of that discussion you should consider whether it was a genuine mistake or misunderstanding of the Ministry of Justice guidance or whether the contradiction brings into question the honesty and integrity of the candidate.

If the candidate is not successful, their conviction information should be destroyed in accordance with your data retention and destruction policy.

RELEVANT CONVICTION FORM

Following interview, any candidate proceeding to the next stage should be asked to complete a 'Relevant Convictions Form' which asks them to declare relevant criminal convictions/cautions. This form should be clear about the 2020 DBS filtering changes and signpost the candidate to the Ministry of Justice website (<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>). There is no further obligation to signpost elsewhere.

We recommend you allow the candidate time to complete the form and review the Ministry of Justice Guidance. We have included the following statement in our Relevant Conviction Form:

Before completing this form, it is important that you review the Ministry of Justice Guidance on the rehabilitation of offenders, which can be found here - <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

DISCLOSURE OF INFORMATION

If, during interview or on completion of the Relevant Conviction Form, a candidate discloses in error a conviction or caution which you are not entitled to know, you must disregard this information so that it does not influence any appointment decision.

DECISION TO APPOINT

Your standard practice would continue to apply here as there is no requirement to change this as a result of the new filtering rules.

RECRUITMENT POLICY, OFFER LETTER AND CONTRACT

We also advise that you review your recruitment and selection policy, your offer of employment letter and your contracts of employment to determine if there is any wording that requires updating in light of the above and as a result of these changes. This will only likely be required if these documents are very specific about what information should and should not be disclosed.