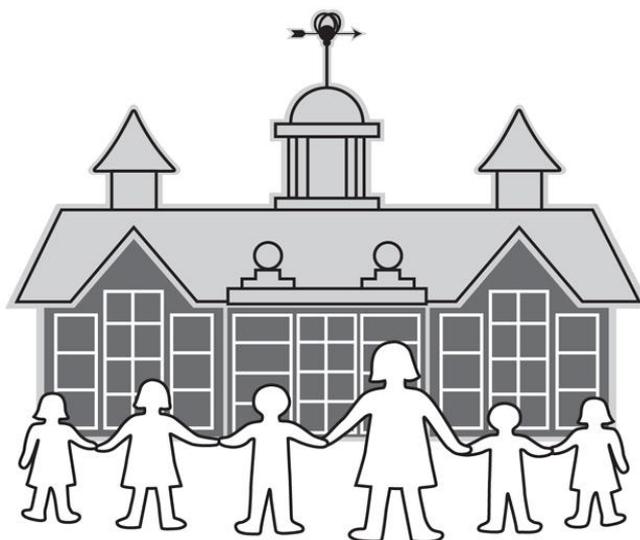


North Ealing Primary School



Recruitment and Selection Policy

| | |
|--|------------|
| Committee with oversight for this policy – Resources Committee | |
| Policy to be approved by the Full Governing Body | |
| Policy last reviewed by the Resources Committee | 25/03/2020 |
| Policy last ratified and adopted by Full Governing Body | 01/04/2020 |
| Policy / Document due for review | 04/2023 |

RECRUITMENT AND SELECTION GUIDELINES FOR SCHOOLS

Schools HR Consultancy May 2013

Introduction

This guide has been prepared by Schools HR Consultancy and is designed to assist school staff and governors in teaching and support staff appointments for schools. Please note there is separate guidance for leadership group appointments.

Schools' Recruitment and Selection Guidelines

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1. SAFER RECRUITMENT AND SELECTION

Since 2010 it has been a statutory requirement that at least one member of the recruitment panel must have undertaken the appropriate safer recruitment training.

The panel should make sure that safeguarding is covered in the following ways throughout the process by ensuring that:

- the advert has a suitable statement which reflects the school's commitment to safeguarding children for example "We have a clear commitment to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to apply for an Enhanced Disclosure from the Disclosure and Barring Service"
- the Job Description makes reference to the responsibility for safeguarding and promoting the welfare of children
- the Person Specification includes specific reference to suitability to work with children
- there is proper scrutiny of all information from or about applicants, challenging and satisfactorily resolving any discrepancies or anomalies including any gaps in employment (e.g. on application forms and references)
- Questions which test the candidates suitability to work with children are asked during a face to face interview
- All the required checks are undertaken on the successful candidate including:
 - DBS check – (individual check of children's barred list)
 - Proof of identity
 - Proof of eligibility to work in UK
 - Qualifications
 - Reference from current or most recent employer in a position of suitable seniority

2. EQUALITY AND DIVERSITY

All those involved with recruiting need to take account of the following key aspects of an equalities approach to recruiting staff:

- The panel should refer to any school policies on equalities and/or diversity for direction in this area
- Schools are required to comply with the **Equality Act 2010** which consolidates all previous discrimination law
- The Act requires schools to observe a **Public Sector Equality Duty** which extends to the following 'protected' characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment
- The duty has three main elements
 - To eliminate discrimination and other conduct prohibited by the Act
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics
- For the recruitment process this means that the panel should consider any equality implications at the start of the process (the planning stage) and then identify how they will be addressed or mitigated
- Above all else the panel should ensure that they treat all applicants for employment fairly and ensure that they are not discriminated against
- People will be selected on merit, based on their skills, abilities, experience and qualifications to carry out the duties and responsibilities of the post for which they have applied

3. GIVING NOTICE

A vacancy usually arises due to the resignation or retirement of the current post holder. It is therefore essential that resignation deadline dates are adhered to in order to give the School sufficient time to recruit the replacement.

Teaching staff (other than Headteachers) are required to give two full months' notice in the autumn and spring terms, and three months' notice in the summer term. Resignation dates coincide with the last day of the half-term holiday or typically 31st October, 28/29th February and 31st May.

Monthly paid permanent support staff are required to give one month's notice for posts graded at scale 8 (spinal column point 34) and below and three months' notice for posts graded at scale 9 (spinal column point 35) and above.

4. VACANCY REVIEW

A review of the vacancy should take place to establish whether any changes need to be made to the post. Schools determine their own establishments and have the autonomy to set their own staffing structure within their budgets, this is an ideal time to consider any appointment in the light of the total school staffing structure and any changes that may have occurred since the last recruitment exercise. Changes are much easier to achieve while you have a vacancy rather than wait until someone is in post.

The Head Teacher usually takes the decision as to how the vacancy will be filled along with the advice of his/her senior staff. If there is to be a significant change in the duties of the post which may lead to a minor reorganisation in the overall structure, the Head Teacher should consult with HR or the staffing committee of the Governing Body to give consideration as to how the post should be filled. Significant changes to the structure may require full Governing Body approval and formal consultation with the relevant trade unions.

Support Staff Appointments

For support staff appointments, the Head Teacher or relevant line manager should review the job description and person specification of the vacant post. Reviewing the post will identify whether any changes need to be made to the job description which in turn will determine the knowledge, skills and ability requirements that need to be outlined in the person specification. See appendix A on how to write job descriptions and person specifications.

The person specification should also indicate whether there are any key criteria that have to be addressed by applicants. It should also indicate how criteria are to be assessed, (whether on the application form, at interview or by some other method).

Schools HR can arrange for the job description to be evaluated under the GLPC JE Scheme to assign a grade to the post. Job evaluation submission forms are available on the Ealing Grid for Learning website (EGFL). There are a number of generic support staff job descriptions available on the EGFL e.g. teaching assistants.

Teaching Appointments

Currently teaching duties and responsibilities are set out in the School Teachers' Pay and Conditions Document. Any additional duties required by the school are set out in a job description produced by the school. Person specifications for teaching posts are prepared by the school and should incorporate criteria relating to safeguarding.

The school can also determine whether a post attracts any additional allowances e.g. teaching and learning responsibility payments.

5. RECRUITMENT PLANNING MEETING

It is recommended that a recruitment planning meeting takes place to discuss the recruitment process. For most posts the school may determine that the recruitment is conducted by the Head teacher and other senior members of staff. To ensure consistency the panel should remain the same throughout the whole recruitment process.

The appointment panel, by following the recruitment checklist at *appendix B* of this guidance, will schedule the dates for placing the advertisement, closing date, shortlisting of candidates and interview. It is important to allow enough time at each stage and to remember that a minimum of one month can be required from the placing of the advert to making a job offer. It is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview if possible. In addition the successful candidate will normally be required to give notice to their current employer. It is often the case that the recruitment planning meeting is overlooked to save time, however, an organised planning meeting involving the appropriate people will consider all aspects of the recruitment process and will avoid time consuming and potentially costly errors further down the line. Good planning will also assist in defending any legal challenge.

At the meeting the panel need to agree the wording of the advert and media to be used, the person specification and job description and the candidate pack. *See section 6 for information on the candidate pack, section 7 and appendix C for information on writing and placing adverts, appendix A for guidance on drafting person specifications and job descriptions and appendix B for the recruitment checklist.*

It is also important at this stage for the panel to agree which criteria on the person specification will be used for shortlisting and which will be tested at interview/assessment. Any key criteria need to be agreed. These are the criteria that have to be fully met in order for an applicant to be shortlisted irrespective of whether other criteria have been met.

The panel should also agree who will draft the questions and to consider as a panel “ideal responses” listing the key points they would want the candidate to include in their answer. All panel members must have a shared understanding of the knowledge, skills and abilities of the “ideal candidate” to act as a benchmark against which to compare candidates at interview.

Whether or not the post is suitable for job sharing should be discussed at this stage.

Consideration also needs to be given to the format and venue of the interviews. The panel will need to agree the tasks candidates will be required to undertake on the day of the assessment. This will depend on the role and how many candidates are shortlisted. Besides a main interview other options include:

- Observing a lesson being taught
- In tray assessment
- IT testing
- Presentations to the panel

Panels would be wise to not over rely on just traditional interviews but to try and include in the assessment process some form of test of the abilities you require the successful candidate to demonstrate. Finally a recruitment timetable needs to be agreed.

6. INFORMATION PACKS TO CANDIDATES

The documents and information for candidates need to be ready for sending out from the day the advertisement appears. At the planning meeting it will have been agreed whether the candidates are to obtain the packs from the school direct or as is increasingly the case, if they are just being made available online.

The Recruitment Panel has discretion over what information should be sent to candidates (taking into account cost and information overload) but the following key items may be included

- Application form*, job description and person specification**
- Letter from the Headteacher, which should include a reminder about key dates in the recruitment process, a brief overview of the school, confirmation of how to apply, information about visiting the school and a statement on safeguarding
- Information about the school improvement/development plan, the staffing structure, a school brochure or prospectus can all be used (and/or candidates can be referred to the school website to pick up this information).

Increasingly the process of recruitment is transacted online, with fewer hard copies of documents being sent and received. If candidates are to be encouraged to visit the school in advance arrangements must be made with all relevant people in the school and the information communicated to all members of the school community who may be involved or need to know.

*Use of an application form (and a person specification) rather than allowing CVs will allow the panel to dictate what information the candidates provide in support of their application

**The panel will want to take a view about whether candidates should cover all of the criteria detailed in the person specification in their written application, or (as is increasingly the case) just to respond to specified criteria for the purposes of short listing. If a decision is taken to only specify certain criteria for short listing purposes this should (a) be made clear to applicants and (b) provide enough information for the panel to be able to shortlist applicants.

7. THE ADVERTISEMENT

Teaching posts do not have to be nationally advertised. The Appointment Panel determines where the advert should be placed.

The Times Educational Supplement currently has the best circulation amongst the teaching profession and schools are increasingly only using online media. For posts that are only placed on the Council internet there is no charge to schools buying Schools HR service. If posts are advertised both internally and externally the advert should appear simultaneously with the same deadline in both publications.

All adverts should include the following safeguarding statement:

“We have a clear commitment to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to apply for an Enhanced Disclosure from the Disclosure and Barring Service”

If a school has missed the internal deadline for the TES, it is possible for schools to place adverts directly with the TES.

Please see *appendix C* for guidance on drafting an advert.

8. SHORTLISTING

Short-listing is often the first stage of evaluation in the recruitment process. It involves assessing the written application forms against the criteria set out in the person specification. Depending on what the panel agreed at an earlier stage, the assessment could be against a limited number of criteria or against all criteria.

It also allows for a check of the person's employment history, experience, qualifications and training. Some of these details should be checked again in a subsequent stage of the recruitment process.

Ideally short listing should be carried out initially by individual members of the panel (who should be sent or emailed their own copies of the application forms) and then all panel members should meet to compare scores, discuss the applications and look to reach a consensus.

The score of the panel should be recorded using a RAF (recruitment analysis form) similar to the one shown as *Appendix K*. This form, which also suggests a scoring method, can be used for short listing and for interview/ assessment. Normally the Chair will complete the panel's short listing form on a master RAF form.

During the panel discussions, if there is unanimous agreement on a score then that score will be placed on a master RAF. If there is minor variation then a majority decision can be accepted. If there is a more significant variation in individual scores, then the Panel should discuss further making reference to their notes until they agree (possibly by majority decision) on a final score for that criterion.

At the conclusion of the short listing the scores will be checked to identify which candidates (if any) should be called for interview/assessment. If not already planned, arrangements for the interview/assessment should be discussed or confirmed so that they can be communicated to all parties involved.

The minimum requirements for candidates to be taken through to interview/assessment should be agreed by the panel. The number of candidates that may be interviewed / assessed depends, to some extent, on the strength of the field and the format for the interview and assessment day/s. There is no reason why the Panel should not interview just one candidate if they feel it is appropriate and only one candidate is considered strong enough at short listing. Candidates who are being called for further assessment should be contacted as soon as possible after short listing has taken place.

A model letter inviting candidates to interview is included as *Appendix D*. Candidates should be advised of selection process (s) being used as part of their assessment. For example If you expect a teacher to teach a class or a support staff candidate to be tested in Excel they should be advised in advance.

9. REFERENCES

It is strongly recommended by current safeguarding guidance to obtain references on all shortlisted candidates before the interview. This will give the opportunity to clarify with the referee/candidates any areas of concern or anomalies before or at the interview, particularly around safeguarding issues.

- Once the shortlist is known the panel should ask whoever is providing administrative support to the recruitment process to obtain references for those candidates who have been shortlisted.
- Most references are now obtained via email which means the process can be quicker.
- **Open references or testimonials should not be accepted.** They may be provided as a result of a compromise agreement and are unlikely to help you with your recruitment decision. They are also unlikely to address specific questions that you will want to ask relating to safeguarding, performance and conduct.
- A model reference form which includes questions covering safeguarding, performance and conduct is included as Appendix E.
- Where a reference on the preferred candidate, has not been obtained before the interview, ensure that it is scrutinised thoroughly before any appointment is confirmed and that any offer is made subject to receipt of satisfactory references.
- Section 60 of the Equality Act 2010 makes it unlawful for employers to ask health-related questions of applicants before the job offer unless the questions are specifically related to an intrinsic function of the work. Schools are advised to follow up and ask about sickness absence information after making a conditional offer of employment.
- From September 2012 if a school is asked they must advise in writing whether or not that member of staff has, in the preceding two years, been the subject of the school's capability procedures and provide written details of the concerns that gave rise to this, the duration of the proceedings and the outcome.

10. INTERVIEWS

Arrangements should be made for the candidates to be welcomed as they arrive at the school and to be shown to their base room for the day. Refreshments can be provided along with information about the day and who to contact with any queries.

The schedule will often place the main panel interview as the last activity in the assessment process. The Panel can decide to review the other activities and only take forward to the main panel interview those candidates whose performance (so far in the assessment) suggests they are a potential candidate for the post.

- For the main panel interview – The Chair of the Panel should:
 - Introduce the candidate to the panel and confirm the interview process
 - Confirm to the candidate the decision making process, how long this should take and how the candidate wishes to be contacted
 - Advise the candidate that they will be able to ask questions at the end of the interview

- Individual members of the panel should keep their own notes of the interview to:
 - Act as a reminder of what the candidate said (you will not be able to remember everything)
 - Inform the score/grade given to the candidate
 - Assist when deliberating with other members of the panel over the final scores that will apply
 - Provide evidence in the event that a recruitment decision is challenged, including a legal challenge
 - Support giving feedback

- After the last panel interview the Chair should initiate a discussion, once all members of the panel have had the opportunity finish individual scoring. Each candidate is assessed in respect of their performance at interview and other activities. The outcome of this discussion should be recorded on a RAF. When all scoring is completed the scores should be compared to determine who has scored highest and whether they have scored sufficiently high to be offered the post.

- The candidate will want to know the salary that is being offered and this should be discussed by the Panel before the candidate is contacted.

- All paperwork for the interview including the RAF form should be gathered together.

11. AFTER THE INTERVIEW

Once the Recruitment Panel has agreed to appoint one of the candidates the following actions should take place:

- The final RAF form should be completed and signed off by the panel
- The Chair of the Panel should contact the candidate the panel wishes to appoint
- The Chair should confirm that the individual accepts the offer of the post and that it is subject to normal pre-employment checks
- The Chair should then contact unsuccessful candidates to thank them and to offer the opportunity for feedback
- The paperwork of the appointment, starting date, salary and any other relevant information to be sent to the HR provider for the school. The Appointment Checklist Form should also be completed (*Appendix J*)
- Unless the contract can be sent immediately the headteacher should then provide a written conditional offer, making sure it is subject to any outstanding employment checks which will include; medical, satisfactory references (if not all received at this stage), check of qualifications, DBS check, ID check and eligibility to work in UK
- Those documents that relate to the decision taken by the panel should be kept for 12 months in case of challenge

12. INDUCTION

Having an effective induction planned for the successful candidate can be seen as the last part of a successful application process. It is the one opportunity you have as an employer to set the standards you require from the first day of employment. A Model Staff Induction Guidance and Checklist is available on the EGFL at

<http://www.egfl.org.uk/categories/personnel/relations/policies/>

Unfortunately not all employees who are successful at interview go on to be able to effectively fill the post to which they have been recruited. The effective use of a probation process will support new starters in the workplace and on the rare occasions where new starters are not suitable it will provide a process to terminate employment before the successful candidate is confirmed into post.

There is a probation procedure for support staff of the EGFL at

<http://www.egfl.org.uk/categories/personnel/relations/policies/>

The probation procedure for NQTs is available at the Department of Education's website at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/newstaff/b0066959/nqt-induction>

Teachers who have successfully completed their NQT year are not required to go through another formal probation process when they start a new post.

13. LEGAL CHALLENGE

A complaint or legal challenge brought by an applicant for a post is quite rare but they do occur from time to time sometimes in the form of an application to the Employment Tribunal. If this happens it may be quite time consuming for those involved in dealing with the case including attendance at the tribunal.

Application of this guidance may help reduce the likelihood of a complaint or challenge to the process but will not eliminate the possibility. However, it will help in defending the actions of the Recruitment Panel.

The key issues for the Recruitment Panel to focus on are:

- Ensure that there is a recruitment planning meeting to establish what needs to be done, by when and by whom.
- Follow the guidance as a framework for making senior appointments.
- Document and record as you go along – in particular short listing and interview decisions.
- Keep copies of all documentation (advert, applications, job description, person specification, RAF, interview notes, etc.) for a minimum period of 12 months from the date of interview.
- Seek advice as required along the way from HR and the LA Adviser.

APPENDICES

Appendix A - Guidance on writing Job Descriptions and Person Specifications

Job Descriptions

Main Purpose

This part of the job description is a summary of what the job intends to achieve, the scope, the service provided and to whom. If the job has one main purpose you should describe this in one or two sentences. Some jobs have two or three separate areas of work and it will be necessary to list them separately. Anything summarised as a main duty must be reflected in the duties and responsibilities part of the job description.

It will be helpful in drafting this part to think about other related jobs and consider what distinguishes this job from those around it. If you find writing the main purpose part difficult try the duties and responsibilities part first and then come back to the main purpose.

Supervised Staff

Staff supervised directly are employees (if any) of the School for whom the post holder will be permanently accountable for quality and quantity of work, discipline, welfare, training and development. Staff supervised indirectly are those for whom the postholder will share a supervisory responsibility or workers who are not employed by the Council such as voluntary workers or contractors' staff.

Duties and Responsibilities

It is not necessary to list every job activity, which might possibly occur in the job. It is important to identify the range of work involved and to ensure that no activity is omitted which would illustrate the full scope of the post.

To complete the duties and responsibilities think first about what the postholder will spend most time doing. Put that first and carry on in this way. It is helpful if you list the duties in order of the most time consuming task first. For certain jobs it may be more appropriate to start with the most important things. If the job breaks down into different areas of work then group the duties and responsibilities under separate headings.

- the extent or limitation of the post's authority; of availability of or access to guidance and advice and should illustrate the effects of systems or other lines of authority
- the range of skills required within the job;
- the type of decisions/recommendations made by the post;
- the type, content and degree of creativity in the post;

Distinguish between tasks performed by the postholder and the accountability of the postholder for others carrying out these tasks. Try to avoid the use of jargon or words, which an outsider would not understand. Avoid words, which are open to many different interpretations such as "liaise". Do not only describe activities but also what it is the job is there to achieve.

If you find yourself writing too much go back and summarise it. Also see if anything can be left out because it goes without saying. For example "keep up to date with changes in technology/legislation in this area of work" or "Monitor the sickness absence of staff directly supervised". These things, which are fairly obvious from the rest of the job description, will automatically be taken into account by the job evaluation scheme. Also leave out anything that only happens once or twice a year unless it is a significant or long complicated task. As a general rule there should be no more than twenty items and many jobs can be summarised in less.

Wherever possible, the relevant organisational structure should be attached to the job description.

Job Evaluation

The Schools HR consultancy team is trained to perform job evaluations. There are also a number of generic JDs that have already been evaluated for schools to use on the Ealing Grid for Learning.

Person Specifications

A person specification lists the essential skills, abilities, competencies, knowledge and experience/qualifications a person must have to do the job. The person specification is the key document for recruitment and selection and is used throughout the process – to draw up the advert, to shortlist, to devise interview questions and help make the assessment of the candidates.

Candidates who express an interest in a position are asked to address each point on the Person Specification to demonstrate their suitability for the post. If the Person Specification does not accurately reflect the skills needed to do the job it will be difficult for you to select whom to shortlist.

Here's an example of how to do this:

(a) Excellent communication skills

This item is not specific enough. It does not give the applicant enough information to decide whether they meet the criteria, neither does it help the shortlisting panel to score the applicant against the criteria.

(b) High standard of communication skills, demonstrated by the ability to draft correspondence without supervision; the ability to compile information into simple factual reports, and the ability to explain complex rules to service users over the telephone and face to face.

The above item is much more specific about the type of communicating the person will be required to do and the level at which they will have to do it. This will make shortlisting candidates much easier.

A Person Specification that is too broad or 'under-specifies' the needs of the role will attract candidates who lack the competence to do the job well. A Person Specification that overstates the experience and skills necessary will rule out candidates who could do the job and may mean you do not get a sufficient response.

Checklist

1. Ensure all criteria on the person specification are objective and measurable
2. Ensure all criterion are genuinely necessary
3. Ensure minimum qualifications. Consider experience alternatives
4. Ensure quality not quantity
5. Criteria must relate to the job description. Avoid duplicating the job description
6. Don't be over influenced by the current jobholder's style or attributes – keep to what the role requires
7. Use terms which express outcomes of what the jobholder needs to achieve
8. Use behavioural terms like teamwork, adaptability to change but avoid vague words like "good" or "excellent"
9. Be sure requirements don't overemphasise a physical attribute or skill which may discriminate against disabled people
10. Avoid indirect race, sex or age discrimination in the requirements – each criterion must be

justifiable in terms of the job

11. Items on the spec, which are going to be assessed through tests must be highlighted and the candidates informed which these, are
12. Provide examples of skill level
13. The suitability to work with children must be included
14. When listing abilities consider the potential to be able to do something once trained or shown or transferable experience
15. Keep the number of points on the person specification to a reasonable level.

Appendix B - RECRUITMENT CHECKLIST

This checklist should be used as an aide memoire to ensure that all tasks are identified and completed within agreed time frames.

School

Chair of recruitment panel

| ACTION POINT | Date of Completion | Details / Comments |
|---|--------------------|--------------------|
| Planning meeting – Date: | | |
| Agree Recruitment Panel (At least one panel member trained in safer recruitment) | | |
| Advert date agreed Allow two weeks from date of advert to receipt of applications / Closing date | | |
| <ul style="list-style-type: none"> • Short listing date agreed Allow at least one week before interview • Send for references | | |
| Interview date(s) agreed | | |
| Format of interviews agreed Long listing, Panel, formal presentation, in-tray, scenario | | |
| Advert agreed Media, period of advertisement | | |
| ACTION POINT | Date of Completion | Details / Comments |
| Job description agreed Including reference to the responsibility for safeguarding & promoting the welfare of children | | |
| Person specification agreed Consider if any criteria are key/specific to the school It is good practice to indicate those criteria to be used for short listing and interview. | | |
| Contents of candidate pack agreed At least an application form, JD, PS, cover later, and guidance notes on how to complete an application form | | |
| Location of interview/accommodation booked | | |
| Questions and model answers agreed | | |
| Arrangement for school visits | | |

| | | |
|---|--|--|
| Document preparation | | |
| Letter from Chair of the Governing Body / Headteacher | | |
| Job description and person specification | | |
| School Development/Improvement Plan | | |
| Short listing | | |
| Recruitment Analysis Form available | | |
| Test application form and letter against shortlist criteria | | |
| Agree shortlist | | |
| Phone and confirm in writing those to be called for interview | | |
| Call for references | | |
| Write to those not shortlisted | | |
| Selection process | | |
| Accommodation arrangements agreed | | |
| Assessment process in place and all relevant people notified. | | |

| ACTION POINT | Date of Completion | Details / Comments |
|---|---------------------------|---------------------------|
| After the selection process | | |
| Pale to complete and sign off final RAF form | | |
| Contact the successful candidate – subject to pre-employment checks | | |
| Contact unsuccessful candidates – arrange feedback | | |
| Documentation for successful candidate forwarded to HR provider | | |
| Written conditional offer to the successful candidate | | |
| All documentation relating to the decision collated and kept for 12 months | | |
| Other documentation destroyed as confidential waste (copies / duplicates) | | |
| Evaluation of the process by SMT | | |
| After confirmation of the successful candidate | | |
| Agree start date subject to appropriate references, medical clearance and DBS check ... | | |
| Arrangements for induction agreed | | |

Appendix C - Guidance on Drafting Adverts

When drafting an advert make it clear and concise. Do not exclude applicants unnecessarily by including criteria that is not relevant to performing the job; you want it to appeal to all sections of the community. However if there is a real distinct requirement which will particularly limit who can do the job do include it on the advert for example that the successful candidate will need to start work at 8.00AM.

Use the information contained within the job description and person specification to help you draft the advert.

The key elements that MUST be included in job adverts are:

- Job Title / Role
- Grade and salary range
- Hours (remember to pro-rata the salary if the post is part time and or term time only)
- Type of contract: permanent, fixed term, temporary
- Key details of Role / Responsibilities / Contacts
- Qualifications & Experience (if applicable)
- Location and brief description of the school
- How to apply (contact details and process for obtaining application forms)
- Closing Date (usually a Friday)
- Shortlisting dates
- Interview & Assessment dates
- For a specialist role, you may wish to include: "For further information contact ..."
- DBS statement
- Safeguarding statement

Examples of adverts can be found on the Council Website www.ealing.gov.uk/jobs or those of the TES or other relevant applications.

Appendix D - Call to Interview Letter

Dear

INTERVIEW:(post title)

Thank you for applying for the above post. I am pleased to inform you that you have been shortlisted for interview. The interview will take place onat.....and will be held at the school. Directions to the venue are enclosed for your information. Please report to the school office on arrival.

The purpose of the interview is to assess your suitability for the above post. It is also an opportunity for you to gain further information about the post and for the panel to seek clarification on the information you provided on your application form. The panel may also wish to discuss any issues raised in your references that they feel need further clarification.

The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children. As part of the recruitment process the successful applicant will be required to undertake a Disclosure and Barring Service check. All candidates will therefore be asked at interview to declare anything in light of the requirement for a DBS check. The panel will comprise of myself, in my capacity as headteacher, and.....

The interview will take place as follows:

10.15am tour of the school
10.30am selection test
11.00am presentation
11.15am panel interview
12.15pm close

With regard to the presentation, we will make a flip chart or power point available but please do not hesitate to contact us if you require other equipment or resources. Please find enclosed documentation relating to the presentation. I also enclosed an example practice test for you to complete as part of your preparation for your selection test.

The selection process and interview questions have been structured around the person specification and job description. These documents were provided to you with the application form.

Please bring with you original documents confirming your qualifications gained and an original document verifying your identity e.g. a valid passport or driver's licence.

I would be grateful if you could please contact the schools administrator on tel.or e mail.....to confirm your attendance at the interview and whether you require any other equipment or resources for your presentation. Should you have a disability and require any form of assistance at the interview please contact..... prior to interview. If you have any general questions/ queries relating to the selection process will be happy to respond to them.

Yours sincerely

Headteacher

Appendix E - Reference request letter

Private & Confidential
Name and address of referee

Dear (referee's name)

Reference request

Name:
Post applied for:
Job title:

The above named person has applied for a post at (name of school) and has given your name as a referee. A job description and person specification for the post are enclosed and I would be grateful if you could provide an assessment of their suitability for the post by completing the attached reference request form.

It is our recruitment practice to request references prior to interview. We are due to interview on (date). To avoid any delay in the recruitment process I would be grateful if you could please reply by return of post.

Please contact me if you have any queries regarding the reference. I may need to contact you by telephone if clarification or further details regarding the reference are required. You also need to be aware that the content of the reference may be discussed with the applicant at interview.

Please note that we operate an open reference policy and candidates may view their reference.

Thank you for your time and assistance.

Yours sincerely

Name
(chair of the panel)

PRIVATE & CONFIDENTIAL

REFERENCE REQUEST FORM

This is a standard reference request form. Please complete all relevant sections using additional sheets as required. Please ensure this reference is factual and does not contain any material mis-statement or omits any information.

REFERENCE FOR:

Name :

REFERENCE PROVIDED BY:

Name :

Job title:

Section 1

Are/were you the applicants employer.....Y/N

Dates employed

Applicants job title.....

If you are the applicant’s former employer please state why the employment ended.....

Please comment on the applicant’s responsibilities and performance in their current position.....

.....
.....
.....

For Teachers Only

In line with the School Staffing Regulations (2009) “Provision of information about staff capability”

Has this member of staff in the preceding two years been subject of the procedures established by the governing body in accordance with regulation 8 and if so please provide details of the concerns which gave rise to this, the duration of the proceedings and the outcome

.....
.....
.....
.....

Section 2

DfE current guidance requires school employees to ask the following questions to assess the suitability of candidates to work with children

Does the applicant have a formal* disciplinary record?.....Y/N

If yes, please provide details of the nature of any current formal* disciplinary warnings/reprimands ..

.....
.....
.....

Are any of the above records the subject of appeal?.....Y/N

*Formal disciplinary record means the employer has a set of recognised procedures that provides the right of representation. The employee is aware of these procedures and their record and it is not the subject of appeal.

Are any formal disciplinary investigations pending or incomplete at the time of leaving?.....Y/N

If yes, please state circumstances:.....

.....
.....

Appendix E

You can sent this letter following offering a candidate the post.

Private & Confidential
Name and address of referee

Dear (referee's name)

Absence Record

Name of applicant:
Post applied for:

Thank you for supplying a reference for the above named person. Under the government's safer recruitment guidance we are required to request references before interview for posts when individuals will be working with children. However under the Equality Act 2010 we are unable to ask job applicants questions about their health before they have been offered a role. Following a successful interview process the above has now been offered a post at (name of school). However this offer is subject to a satisfactory medical clearance and attendance history and so I now need to ask you for information regarding their sickness absences from work over the last two years.

Please contact me if you have any queries regarding this request reference. I may need to contact you by telephone if clarification or further details regarding the reference are required. You also need to be aware that the content of the reference may be discussed with the applicant. We operate an open reference policy and candidates may view their reference.

Request for sickness absence information

How many days of sickness absence has this person taken in the last two years of employment?

How much of this sick leave was certified absence(s) of more than 7 days?

Thank you for your time and assistance.

Yours sincerely

Appendix F - THE INTERVIEW QUESTIONS

The interview

Interviews, as much as possible, should be a positive experience for both panel and interviewee. The interviewer needs to let the candidate do most of the talking, encouraging them to speak about themselves. Interviews should not allow any discriminatory questions, harassment, or any other conduct that breaches the Equality and Diversity policy. If there is any discussion of criminal convictions during the interview this information must remain confidential and only shared with relevant bodies / individuals.

Listening

One of the most useful interpersonal skills is the ability to listen actively. Most people use their energy in talking rather than listening and good listeners are rare. Developing good listening skills will help an interviewer to take constructive interview notes, which can prove invaluable when deciding on which candidate to appoint. Together with attentive listening skills, the interviewers need sensitivity to the candidate's responses and alertness to body language, to identify incongruities and areas that require further probing.

Open questions

Questions should be open-ended, probing, clarifying information and understanding, and exploring the topics related to the selection criteria, i.e. questions that encourage candidates to give you as much information as possible. They should also be non-directive, sensitive, facilitating the interviewee to respond to potentially difficult areas. Open questions begin with "who?", "what?", "how?", "why?", "where?", "which?", "tell me about", "please describe... ..".

For example:

- What do you think are the attributes.....
- Can you please give me some examples which you believe demonstrate these attributes.....
- Give me examples of situations in which you have particularly.....
- What input have you had to
- How have you managed a situation.....
- How would you describe yourself in relation to.....

When assessing personal characteristics such as behaviour and temperament, it is important to know the person's understanding of their own strengths and weaknesses, and the impact on them when having to deal with situations that they have found personally challenging.

For example:

- What a person has done?
- What strengths assisted?
- What weaknesses got in the way? What was the effect?
- What was the effect on them?
- What has been learned?
- What may make a difference next time?

The opening questions are asked of all candidates, but the probing follow-up questions will vary depending on what candidates have told you and how much further information you feel you need. These supplementary questions and probes need to be individualized to the particular candidate to enable more in-depth exploration of personal attitudes, temperament, motivation and the ability to form and maintain appropriate relationships and boundaries with children. For

example, gentle queries like: "I'm not sure what you mean.....".

Closed questions

These are useful to establish facts and confirm information.

For example:

- Do you?
- Did they?
- When were you at?

Concrete Questions

You need to get the candidate to tell you in concrete terms what they've done, how they did it, what attitudes/behaviour influenced their thinking, what was the impact/outcome, what other factors influenced their decision/behaviour/attitudes, how did their behaviour/attitudes influence the situation and what they learnt from this experience. This will help you assess how well the candidate uses their experience to demonstrate their knowledge of the requirements of the post, and how their behaviour, attitudes and skills applied relate to the specified characteristics for the jobholder. This contrasts with getting the candidate to project - how will they react, what will be their attitudes to etc. Projecting into the future is the basis of hypothetical questions. Hypothetical questions are best avoided unless the panel wishes to assess a person's values, attitudes or conceptual thinking. Hypothetical responses to behaviour, temperament, and action are particularly poor indicators.

For example:

- Tell us about your previous experience in this field.
- What do you think are the specific skills and attributes that you will bring to the school?
- What do you understand by the term 'child protection' within a professional childcare setting?
- What do you understand by the term 'Professional boundaries'?
- What would you do if you found yourself in a situation of confrontation with a child, or if they were being verbally abusive towards you?
- What would you do if you found yourself in a situation of confrontation with a parent or carer, or if they were being verbally abusive towards you?

Leading questions

Avoid questions that will lead candidates to your desired response as they only encourage candidates to tell you what you want to hear.

For example:

- Obviously, you would consult with your manager prior to giving advice about...., wouldn't you?

Appendix G - INTERVIEW SCORING SYSTEM

As above, using the RAF, number each box on the form in relation to the corresponding numbers associated with the criteria on the person specification.

Take each criterion on the person specification and using evidence from the interview and/or presentation and test (if applicable) assess whether each criterion is met. Record your decision for each criterion on the RAF using the following scoring system:

A - comprehensively meets a particular criterion on the person specification

B - satisfactorily meets a particular criterion on the person specification

C - part meets a particular criterion on the person specification

D - hardly meets a particular criterion on the person specification

E - does not meet a particular criterion on the person specification

Making a decision

Scoring A's on all criteria would be the ideal candidate for appointment. A candidate scoring A's and B's on most criteria would also make a good appointment. Scoring straight B's would make an acceptable appointment. Scoring a mixture of A's, B's and C's are also acceptable. A candidate scoring a majority of C's and D's would be a concern and careful consideration should be given to appointment. A candidate scoring an E on any criteria would not be considered suitable for appointment.

However, scoring C, D or E on any key criteria would indicate that the candidate should not be appointed.

Appendix H - Disclosure and Barring Service (DBS) Guidance

For more details see Disclosure and Barring Service – Guidance for Ealing Schools

http://www.egfl.org.uk/export/sites/egfl/categories/personnel/_docs/security/crb/CRB-guidance-for-schools.pdf

DBS Disclosures

All applicants for school based posts must be asked to declare any convictions, cautions or reprimands, warnings or bind-overs which they have incurred (as these posts are exempted from the provisions of the Rehabilitation of Offenders Act 1974), including any that would be regarded as “spent” under the Act in other circumstances. If a person is subsequently selected for appointment for such a position, the school must ask them to apply to the DBS for an enhanced DBS Disclosure to verify their declaration.

On 12th May 2006 the School Staffing (England) (Amendment) Regulations 2006 made it mandatory for Enhanced DBS Disclosures to be carried out on all new appointments to the school workforce; this also includes those who do not work directly with children, for example admin staff, caretakers and other ancillary staff.

There is a statutory requirement for staff to be checked against the DfE Children’s barred list before they commence work in a school. The DBS Disclosure includes this check. However, should an employee start work pending a DBS check the Head Teacher must ensure the check is carried out separately before commencement. Please contact the Council’s DBS Unit on extension 9000 for advice who will require notice if this service is required.

Appropriate supervision for staff who start work prior to the result of a DBS check being known needs to reflect what is known about the person concerned, their experience, the nature of their duties and the level of responsibility they will carry. For those with limited experience and where references have provided limited information the level of supervision required may be high. For those with more experience and where the references are detailed and provide strong evidence of good conduct in previous work a lower level of supervision could be appropriate. For all staff without completed checks it should be made clear that they are subject to this additional supervision.

What to take into account when deciding whether a person’s criminal record is relevant?

An applicant’s suitability should be judged in the light of the results of all the relevant pre-appointment checks carried out on him or her. The fact that a person has a criminal record does not automatically make him or her unsuitable for work with children. Employers, in conjunction with the registered body or person authorised to receive Disclosure information, must make a judgement about suitability, taking into account only those offences which may be relevant to the particular job or situation in question. The Department cannot advise employers whether or not they should employ a particular person. In deciding the relevance of convictions a number of points should be considered:

- i. the nature of the offence: In general, convictions for sexual, violent or drug offences will be particularly strong contra-indications for work with children;
- ii. the nature of the appointment: Often the nature of the appointment will help to assess the relevance of the conviction. For example, serious sexual, violent, drug or drink offences would give rise to particular concern where a position was one of providing care. Driving or drink offences would be relevant in situations involving transport of children;
- iii. the age of the offence: Offences which took place many years in the past may often have less

relevance than recent offences. However, convictions for serious violent or sexual offences or serious offences involving substance abuse are more likely to give cause for continuing concern than, for instance, an isolated case of dishonesty committed when the person was young. The potential for rehabilitation must be weighed against the need to protect children;

iv. the frequency of the offence: A series of offences over a period of time is more likely to give cause for concern than an isolated minor conviction

A schools model policy on the recruitment of ex-offenders is available on the Ealing Grid for Learning.

Appendix I Eligibility to work in the UK and documents for overseas staff

Eligibility to Work in the UK

Employers, agencies and schools also need to be sure that foreign nationals have permission to work in the UK. Nationals of Gibraltar and of countries within the European Economic Area (EEA) do not need permission to take employment here and can be employed on the same basis as UK nationals.

A list of countries within the EEA is given below:

EEA Countries including 2004 Accession countries (*): Austria, Belgium, Cyprus, France, Germany, Italy, Luxembourg, Netherlands, Denmark, Iceland, Ireland, Liechtenstein, Norway, UK, Greece, Portugal, Spain, Austria, Finland, Sweden, Cyprus*, Czech Republic*, Estonia*, Hungary*, Latvia*, Lithuania*, Malta*, Poland*, Slovakia*, Slovenia*.

Under the Education (Specified Work and Registration) (England) Regulations 2003 an overseas trained teacher may work as a teacher in a school in England (other than a pupil referral unit) for a period of up to four years if he has successfully completed a programme of professional training for teachers in any country outside the UK which is recognised by the competent authority in that country. The four year period commences on the day the teacher first worked as a teacher in England and expires four years later, regardless of any breaks in teaching and irrespective of immigration status. In order to continue teaching after this four year period has expired, the overseas trained teacher must have obtained Qualified Teacher Status (QTS) and registered with GTCE. Teachers on TDA's Overseas Trained Teacher Programme who have more than 2 years teaching experience may be exempt from the requirement to complete an induction period. The school should check what age ranges and subjects were covered in initial training, and what practical experience the teacher has gained on or following the training course. When teachers claim to be overseas trained, either within the European Economic Area or elsewhere, employers should ask for proof of their qualifications (originals if possible, or certified copies).

Work Permits

It is recognised that it may be necessary for a sponsor to recruit a migrant from outside the resident work force to fill a particular vacancy that cannot be filled by a settled worker and that is not on the list of shortage occupations. However, this will only be possible if the sponsor has completed the resident labour market test and can show that no suitable qualified settled worker is available to fill the vacancy.

APPOINTMENT CHECKLIST - TEACHING STAFF

1. DOCUMENTS:

| | | |
|---|--|---|
| Original Application Form (inc. monitoring form) Please tick <input type="checkbox"/> | Medical Form Clearance no: Date advised by OHU: | Completed CRB Form Issue date: Disclosure no: Or List 99 undertaken please tick <input type="checkbox"/> |
| Bank details attached please tick <input type="checkbox"/> | Reference 1 attached <input type="checkbox"/> Reference 2 attached <input type="checkbox"/> | Evidence of eligibility to work in the UK (please attach) Please state document (1) Please state document (2)* |
| Requisition (advert) number EJR | Copy of QTS Certificate Copy of academic qualifications | |
| National Insurance Number : (please also provide evidence as your 2nd document as above*): | | |
| Budget Information – enter 10 Digit Accountancy Code: | | |
| FAILURE TO SUBMIT DOCUMENTS MAY RESULT IN A DELAY TO SALARY BEING PAID | | |

2. CONTRACT DETAILS:

| | | | |
|-------------------------------|--|--------------------------|--|
| Name of School | | | |
| Employee Name | | | |
| Position (Post)Title | | Position (Post) Number | |
| Start Date (in this position) | Local Government Start Date (if earlier) | End Date (if applicable) | |

3. SALARY DETAILS:

| | | |
|---|-----------------|---------------------------|
| Salary to be assessed by HR: YES / NO (if YES salary assessment will be confirmed with Head teacher) | | |
| Main Pay Scale | Upper Pay Scale | Advanced Skills Scale |
| TLR Level & Amount | SEN Allowance | Unqualified Teacher Scale |
| Other Allowances | | |

4. TYPE OF CONTRACT:

| | | |
|----------------------------|---|--|
| Permanent Full-time | Permanent Part-time | Contracted Hours: Unless we are advised to the contrary we shall assume that: am = 3 hrs & pm = 2.5 hrs Working Pattern i.e. hours worked each day Monday Tuesday Wednesday Thursday Friday |
| Temporary Full-time | Temporary Part-time | |
| Fixed Term Contract | Reason for Temporary / Fixed Term Contract: | |

5. FURTHER INSTRUCTIONS:

| | |
|--|--------|
| | |
| Signed: | Dated: |
| (Signatory authorized to confirm appointments) | |

APPOINTMENT CHECKLIST – SUPPORT STAFF

1. DOCUMENTS:

| | | |
|--|--|---|
| Original Application Form (inc. monitoring form) please tick <input type="checkbox"/> | Medical Form Clearance no: Date advised by OHU: Or Date sent to OHU in a sealed envelope | Completed CRB Form Issue date: Disclosure no: Or list 99 undertaken (please tick) <input type="checkbox"/> |
| Bank details attached please tick <input type="checkbox"/> | | |
| Requisition (advert) number EJR | | |
| Reference 1 attached please tick <input type="checkbox"/> Reference 2 attached please tick <input type="checkbox"/> | | Evidence of eligibility to work in the UK (please attach) Please state document (1) Please state document (2)* |
| National Insurance Number (please also provide evidence as your 2 nd document as above*): | | |
| Budget Information – enter 10 Digit Accountancy Code: | | |
| FAILURE TO SUBMIT DOCUMENTS MAY RESULT IN A DELAY TO SALARY BEING PAID | | |

2. CONTRACT DETAILS:

| | | | |
|-------------------------------|--|--------------------------|--|
| Name of School | | | |
| Employee Name | | | |
| Position (Post) Title | | Position (Post) Number | |
| Start Date (in this position) | Local Government Start Date (if earlier) | End Date (if applicable) | |

3. SALARY DETAILS:

| | |
|--|-----------------------------------|
| Contract hours Working Pattern i.e. hours worked each day Monday Tuesday Wednesday Thursday Friday | Pay Grade and spinal column point |
|--|-----------------------------------|

4. TYPE OF CONTRACT:

| | | |
|--|---------------------|---|
| Permanent Full-time | Permanent Part-time | Casual / Relief |
| Temporary Full-time | Temporary Part-time | Event Linked |
| Fixed Term Contract | Term time only | Event Linked, name of pupil supporting, or substantive post holder on maternity leave/long term sickness: |
| Reason for Temporary / Fixed Term Contract | | |

5. FURTHER INSTRUCTIONS:

| | |
|--|--------|
| | |
| Signed: | Dated: |
| (Signatory authorized to confirm appointments) | |

.....

To make short listing/interviewing as objective and systematic as possible use the RAF as indicated below.
 The criteria on the person specification should be numbered. The numbers of the criteria should then be entered on the RAF over the columns provided.

*** SHORTLISTING CODES (**

- M – COMPREHENSIVELY meets criterion
- PM – PARTLY meets criterion
- U – UNCLEAR whether criterion has been met
- F – FAILS to meet criterion

*** INTERVIEWING CODES (Please refer to appendix 9 for detailed definition of codes)**

- A – comprehensively meets a particular criterion
- B – Satisfactory, meets a particular criterion
- C – Part meets a particular criterion
- D – Hardly meets a particular criterion
- E – Does not meet a particular criterion

DECISION CODES

SHORTLISTING

YES/NO

INTERVIEWING

- A-Appointable
- R-Reserve
- N-Not Appointable

ETHNICITY CODES

| Code | Ethnicity | Code | Ethnicity |
|------|---------------------------------|------|--------------------------------------|
| A25 | White British | C2 | Asian or Asian British – Pakistani |
| A26 | White Irish | C3 | Asian or Asian British – Bangladeshi |
| A30 | White Other | C7 | Asian or Asian British – Other |
| B15 | Mixed White and Black Caribbean | D8 | Black or Black British – Caribbean |
| B16 | Mixed White and Black African | D9 | Black or Black British – African |
| B17 | White and Asian | D13 | Black or Black British – Other |
| B21 | Mixed Other | E22 | Chinese |
| C1 | Asian or Asian British – Indian | E24 | Any Other Ethnic Group |

(Please submit completed form to Schools HR Operations Team)