



**SOUTH WEST ESSEX**  
COMMUNITY EDUCATION TRUST

**The South West Essex Community Education Trust comprises of:**

- **Deneholm Primary Trust**
- **Stifford Clays Primary Trust**
- **William Edwards Trust**

**Name of Policy:**                    **RECRUITMENT**

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**Chair of the Board**

**Date:**

# RECRUITMENT POLICY

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# Recruitment Policy

## 1. Introduction

This document sets out the safer recruitment and selection procedures which will be followed in the Trust and provides employees who have responsibility for recruitment and selection with guidance on legal requirements and best practice.

## 2. Policy Statement

The Trust's Recruitment & Selection Policy Statement is at **Appendix A**.

As part of its commitment to safeguarding and promoting the welfare of children and young people, a range of pre-employment checks will be undertaken on employees and volunteers and there is a requirement on external organisations providing workers to do the same. **Details of these checks can be found in the Pre-Employment Checks Procedure.**

These requirements are summarised in the Recruitment & Selection Policy Statement and more detail can be found at Appendix A.

## 3. Scope

Children are likely to perceive all adults in the school as safe and trustworthy adults. The principles described in this policy will therefore be applied in relation to everyone who applies to work in the Trust including:

- staff employed on a permanent basis,
- temporary and casual staff
- unpaid volunteers (see Section 6)
- overseas workers (guidance available from UK Border Agency [www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk))
- those employed by external organisations such as supply agencies (see Section 7)
- where appropriate contractors and self-employed persons.

## 4. Roles and Responsibilities

4.1 It is the responsibility of the **Trust** to:

- ensure there are effective policies and procedures in place for the safe recruitment of all staff and volunteers and for the engagement of other adults in accordance with DfE guidance and legal requirements;
- ensure that at least one person on any interview panel has received level three Safer Recruitment training .
- ensure all Safer Recruitment personnel receive annual updated training.
- monitor compliance with those policies and procedure;
- appoint a selection panel of at least three Directors for the appointment of headteachers (including the Chair of the Local Governing Body, the Chief Executive and a further director of the board) and deputy headteachers. The

panel will, in the case of deputy headteacher appointments, include the headteacher.

- 4.2.1** It is the responsibility of the **headteacher, and other managers** involved in recruitment to:
- ensure that safe recruitment procedures are in operation and make sure all appropriate checks are carried out on all staff, volunteers and others engaged to work;
  - ensure contractors' and agencies' compliance with this document;
  - secure and promote the welfare of children at every stage of the process.
- 4.3** It is the responsibility of all **potential and existing workers, including volunteers** to comply with this document.
- 4.4** It is the responsibility of all **contractors and agencies** to comply with safe recruitment pre-employment checks.
- 4.5** It is the responsibility of the **EPM** to:
- deal with the administration of the disclosure system for all disclosures
  - maintain the internal List and Indices.

#### **4.6 Delegated Authority**

The Trust has delegated authority to the Headteachers to lead in all staff appointments outside of their leadership groups.

- 4.6.1** The Trust has delegated the appointment of Assistant Headteachers to the Headteachers.
- 4.6.2** The Trust may be involved, or may delegate responsibility to Local Governing Bodies in staff appointments below leadership level but the final decision will rest with the Headteacher. The Headteacher may delegate the selection process of staff outside of the leadership group to other managers, but remains responsible for the decision to appoint.

### **5. The Recruitment Procedure**

Please see **Appendix B** for a flow chart summarising the procedure. Further key details are provided below.

See also section 6 for recruitment procedures for volunteers.

#### **5.1. Pre-advertisement**

##### **5.1.1 Identifying a vacancy**

The recruitment process starts as soon as a vacancy has been identified. Before any action is initiated, careful consideration will be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

### **5.1.2 Job Descriptions/Person Specifications**

A job description and person specification will be drawn up for all posts. The job description will provide a framework of expectations and will define the purpose, scope and the principal duties and responsibilities of the role. The person specification will enable applicants to assess themselves for the job and provides a benchmark for judging suitability. All work involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Job Descriptions and Person Specifications will clearly set out the extent of the relationships/contact with children and the degree of responsibility for children for each post.

The job description and person specification will be used throughout the recruitment process to develop the shortlisting and selection criteria.

The salary for the job will be evaluated at this point and the actual salary range will be advertised.

See **Appendix C** for more information and templates.

### **5.1.3 Setting timescales**

It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not overlooked. For example, it is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview.

The length of the recruitment process varies depending on the type of vacancy (e.g. teaching/support staff), the frequency of the desired publication (e.g. daily, weekly, fortnightly, monthly), whether it is necessary to advertise both internally and externally, the requirement for a work permit, availability of staff and the length of the individual's notice period. See **Appendix D**.

### **5.1.4 Recruitment pack**

The recruitment pack will vary according to the post but will consist, as a minimum, of:

- Application form
- Job Description
- Person Specification
- The Recruitment and Selection Policy statement.

The pack may also include other relevant information i.e. covering letter, prospectus, map etc.

### **5.1.5 Visits**

Informal discussions and visits prior to application are welcomed by prior arrangement.

## **5.2. Advertising**

To ensure equality of opportunity, all vacant posts will be advertised to encourage as wide a field of candidates as possible, normally this will entail an external advertisement.

However, where there is a reasonable expectation that there are sufficient qualified and experienced internal candidates, or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

Headteacher and Deputy Headteacher posts will be advertised in the manner considered appropriate by the Trust. In order to ensure the widest possible field of candidates advertising will usually be national for these roles, unless there is a good reason not to do so.

See **Appendix E** for more information.

### **5.3. Application**

#### **5.3.1 Application Form**

A standard application form is used for all vacancies across the Trust. Alternate format application forms will be accepted from disabled applicants, but such applicants must provide all of the information required by the standard application form. Curriculum vitae's will not be accepted in isolation.

All parts of the application form must be completed and the form signed by the candidate. Where applicants submit an on-line application they will be asked to sign a paper copy. A completed application form will provide the basis for necessary pre-employment checks. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate. Where an applicant is shortlisted, any discrepancies or gaps in employment will be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in the application being rejected or, in summary dismissal if the applicant has been selected and possible referral to the police.

#### **5.3.2 Recruitment Monitoring Form**

There is a requirement to monitor certain aspects of employment practices including monitoring the ethnicity, disability and gender of employees and applicants. As part of the application process therefore, individuals will be asked to complete a Recruitment Monitoring Information form. Completion of the form will ensure that policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. However the completion of the form is voluntary and therefore candidates are not obliged to complete it.

The recruitment monitoring information does not form part of the selection process and will be detached from the application form prior to shortlisting.

The information provided will be used for monitoring and statistical data purposes only. Required reporting of this data will be on an anonymous basis.

#### **5.3.3 Acknowledgement**

Due to limited resources and the large number of applications often received, only shortlisted candidates will be notified of the outcome of their application.

### **5.4. Shortlisting**

Shortlisting will take place as soon as possible after the closing date. Shortlisting will be undertaken by the selection panel normally consisting of at least two individuals (three in the case of headteacher and deputy headteacher panels). At least one member of all selection panels will have undertaken the required Safer Recruitment Assessment.

See **Appendix F** for more information and shortlisting template.

#### **5.4.1 Invitation to interview**

Once the shortlist has been decided the shortlisted candidates will be notified as soon as possible. Invitation to interview will be confirmed in writing. Adequate time should be allowed between invitation and interview to allow for pre-employment checks to take place and to allow candidates adequate time to prepare for their interview.

If the school setting and post are covered by the Childcare (Disqualification) Regulations 2009, all shortlisted candidates should be asked to complete a Disqualification Declaration form at this stage in addition to the other pre-employment checks. The completed form should be kept in a sealed envelope and passed to the Headteacher/Chair of the Selection panel prior to the interview.

The invitation to interview letter should include asking whether the candidate has any special requirements to enable them to participate in the process.

See **Appendix G** for a model invite to interview letter.

#### **5.4.2 Requesting references**

References will be taken up on all short-listed candidates, prior to interview.

### **5.5 Selection process**

The selection process will, as a minimum, consist of a face to face interview even where there is only one candidate and including for internal appointments and promotions and volunteers.

Where appropriate, the selection process may include additional activities such as in-tray exercises, group activities, presentations, pupil panels or observed assemblies/teaching.

The table at **Appendix H** outlines exercises that could be used as part of a selection process. Candidates will be informed which of the exercises will be used in the selection process.

The process will assess the merits of each candidate against the job requirements (i.e. job description and person specification), and explore their suitability to work with children. In accordance with the Equality Act 2010, the interview panel should not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place where appropriate.

Full details of the selection process (i.e. details of the interview and any additional selection exercises) will be notified to the applicant in the invitation to interview letter. Applicants will

also be notified of the need to bring appropriate documentary identification to the interview which is required for the pre-employment checks.

Where the school setting and post are covered by the Childcare (Disqualification) Regulations, if an individual declares information on a Disqualification Declaration Form the school will need to establish whether the information declared meets one of the disqualification criteria (see section 13 of the Pre-Employment checks procedure).

If the information does meet the disqualification criteria, the selection panel may decide

- a) to discontinue the recruitment process in respect of that candidate
- b) discuss the declaration with the individual at interview and decide whether the application can proceed.

If the individual is subsequently selected as the preferred candidate following the interview process and consideration of the information declared on the Disqualification Declaration Form, a conditional offer can be made. It must be made clear that a firm offer of employment will not be made until satisfactory pre-employment checks (DBS, medical clearance and references) have been completed and a waiver obtained from Ofsted. Further information on applying for a disqualification waiver can be found in the Pre-Employment checks procedure.

See **Appendix I(i)** for more information and **Appendix I(ii)** for a model Interview Record Form.

### **5.5.1 Interview Expenses**

Reasonable travel costs to and from interview may be reimbursed.

See **Appendix J** for Interview Expenses Form.

### **5.6. Employment Offer**

The choice of candidate will be determined by the majority view from the interview panel. The panel may identify a first and second choice candidate.

The successful applicant will be advised that they are the preferred candidate. A firm offer cannot be made until all pre-employment checks have been completed. A conditional offer may be made pending DBS clearance (and/or a disqualification waiver being provided by Ofsted where relevant).

The preferred candidate should sign a DBS consent form which informs them of the requirement to produce the original DBS certificate if they have a DBS certificate which meets the portability criteria (see 10.3.1 in the Pre-Employment Checks Procedure) or in the event of a positive DBS disclosure where the school is carrying out a new check. This consent form also gives consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment.

The consent form also seeks consent for an online status check to be carried out in the event that the preferred candidate subscribes to the DBS update service

The DBS consent form is in the Pre-Employment Checks Procedure.

If the preferred candidate accepts the offer/conditional offer verbally a contract/conditional contract is formed and a provisional start date can be agreed. Offers will be confirmed in writing.

See **Appendix K** for conditional offer and firm offer model letters.

Once all pre-employment checks have been satisfactorily received, a firm offer of employment will be made and the contract of employment will be issued. The contract will be issued as soon as possible but in all circumstances within 8 weeks of employment commencing.

Full guidance on pre-employment checks, including assessing suitability in the event of a positive DBS disclosure or a positive disclosure on the Disqualification Declaration Form (where relevant), is contained in the Pre-employment Checks Procedure.

If the preferred candidate does not accept the post, the panel will consider the option of contacting the second choice candidate. This will only be done where this candidate meets the criteria for the role.

Unsuccessful candidates will be advised accordingly. All candidates will be offered feedback on their interview/selection.

In the case of both Headteacher and Deputy Headteacher appointments, it is a requirement for the Trust to approve the recommendation of the selection panel that their chosen candidate be appointed.

## **5.7. Induction and Probation**

### **5.7.1 Induction**

All Teaching Staff who qualified after 7<sup>th</sup> May 1999 are required to have satisfactorily completed their statutory induction period, or, if they are a Newly Qualified Teacher, are subject to the requirement to complete the statutory induction period.

All new employees, internally promoted staff and volunteers will be provided with an induction program, which will seek to ensure that they are clear about their job and feel secure about what they should be doing. Any training and development needs will be identified and supported appropriately.

See **Appendix L(i)** for more information and **Appendix L(ii)** for Induction Checklist.

### **5.7.2 Probation**

A probationary period applies to all newly appointed staff, except those Newly Qualified Teachers to whom the Teachers' Statutory Induction Period is applied.

- A new employee is an employee who is new to the employment of the Trust.

See the Probation Procedure for more detail.

## **5.8 Record Retention/Data Protection**

### **5.8.1 Selection Records**

Interview notes on all applicants will be retained for a 6 month period, after which time, these records will be destroyed (i.e. shredded). The 6 month retention period will allow the

school to deal with any data access requests and respond to any complaints raised at an Employment Tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the chair of the interview panel/Headteacher within 6 months from the date of interview.

### **5.8.2 Personal File Records**

For the successful candidate, the following information will be retained and will make up part of the employee's personal file:

- Application form
- SD2 (until DBS clearance is received, at which point SD2 should be removed and destroyed)
- Proof of identity
- Evidence of right to work in the UK and any supporting documents
- Proof of academic qualifications
- Certificate of good conduct (if applicable)
- Evidence of medical clearance (from the Occupational Health Centre)
- DBS consent form (until DBS clearance is received, at which point form should be removed and destroyed)
- Evidence of the DBS or online status check (eg DBS certificate number and date but not details of the content on the certificate)
- Evidence of Teachers' barred List check (staff teaching only)
- Evidence of Completion of Statutory Induction (Teachers only where applicable)
- Disqualification risk assessment form and any disqualification waiver documentation (where applicable)

## 6. Engaging Volunteers

The Trust values the contribution that volunteers make to its community and recognises the positive impact they can have on pupils' learning, experiences and wellbeing.

Volunteers are seen by children as safe and trustworthy adults and the same high standards of safer recruitment principles and processes are applied to volunteers as are applied to paid staff.

New volunteers undertaking Regulated Activity must be DBS checked - details of what constitutes Regulated Activity and guidance on what is not a Regulated Activity because it is done on a voluntary basis **and** is supervised are in the Pre-employment Checks Procedure. It is important to refer to this guidance as there is specific DfE Statutory Guidance on supervision.

Schools can choose to DBS check volunteers who are not undertaking Regulated Activity (in such cases a Barring List check will not be done). We recommend that all volunteers complete an SD2 form regardless of whether they will be undertaking Regulated Activity – see section 6.4 below.

In school settings covered by the Childcare (Disqualification) Regulations 2009 volunteers who will be engaged by the school to carry out any duties covered by the Regulations should also be asked to complete a Disqualification Declaration Form. Further information can be found below and in section 13.3.4 the Pre-Employment Checks Procedure.

### 6.1 Interviewing Volunteers

Volunteers will be asked to have a discussion with the headteacher or other manager prior to commencing their role. This will not be a formal interview but will provide:

#### The school with:

- an opportunity to explain the workings of the school and how volunteers fit into that;
- time to ask volunteers for the factual information needed to make a successful placement including any safeguard checks;
- the opportunity to explore their suitability to work with children, including their motivation to work with children and their ability to form and maintain appropriate relationships and personal boundaries;
- an opportunity to determine whether any special health, safety and welfare criteria need to be met.

#### The volunteer with:

- the opportunity to find out more about the nature of the work;
- information to decide how best they can make a contribution, using their skills and experience;
- how much time they want to commit.

## 6.2 Application Forms

Volunteers will be asked to complete a basic application form. This provides the information necessary to undertake safeguard checks and to give a picture of the skills and experience the volunteers brings to maximise their contribution and the volunteers own fulfilment in the assigned activities.

See **Appendix M(i)** for an volunteer application form.

## 6.3 Role Profiles

Volunteers will be given clear and simple description of the roles and boundaries of the voluntary activity.

See **Appendix M(ii)** for a model role profile

It is acknowledged that by its very nature, volunteering does not place the same obligations on an individual in terms of attendance etc. as a paid employee. However, it is very much hoped that volunteers will fulfil their commitment as agreed between themselves and the school - this includes consistent attendance and undertaking the agreed tasks. Volunteers will be provided with an information sheet and may be asked to sign a voluntary agreement as clarification of the commitment they are making to the school and visa versa.

See **Appendix M(iii)** for example Volunteer Information Sheet and **Appendix M(iv)** for example voluntary agreement.

## 6.4 Safeguarding checks

Certain safeguard checks must be undertaken on volunteers. These vary according to the frequency of the work.

More details on safeguarding checks and what constitutes Regulated Activity can be found at Appendix 6 of the Pre-Employment Checks Procedure.

- 6.4.1 Self-Disclosure form(SD2) and Disclosure and Barring (DBS) checks  
All volunteers will be required to complete a self-disclosure of criminal records and those undertaking Regulated Activity will also be required to have a DBS and Barring List check and complete a DBS consent form.

Where no DBS check is undertaken (for volunteers not undertaking Regulated Activity) it will clearly not be possible to check the information given against a DBS check outcome. In these cases the SD2 should be scrutinised using the guidelines for making a decision to engage (in the Pre-employment Check Procedure). Once this has been done a note should be made that an SD2 was checked and the SD2 form destroyed.

Clearly there is no way to ascertain whether an individual has declared all relevant information but the requirement to complete the form may act as a deterrent

***NB It is illegal for anyone who is barred from working with children to apply for, or work (including volunteering) in a school to undertake Regulated Activity.***

#### 6.4.2 References

At least one reference will be required for all new volunteers undertaking Regulated Activity.

#### 6.4.3 Disqualification Declaration Forms

In school settings covered by the Childcare (Disqualification) Regulations 2009 volunteers who will be engaged by the school to carry out any duties covered by the Regulations should also be asked to complete a Disqualification Declaration Form. There is guidance in the Pre-Employment Checks procedure in the event that a volunteer makes a positive declaration.

### **6.5 Induction, information and training**

All new volunteers will undertake a suitable induction programme. This may involve discussions with staff and some reading – for which assistance can be provided as necessary. It is essential that volunteers are familiar with key policies including the Code of Conduct, behaviour management, safeguarding and health and safety policies. On-going guidance and training will be provided for volunteers that are relevant to the voluntary activity in which they are engaged, including the safe use of any work equipment, safe working environment etc.

## **7. Agency and other workers**

It is expected that the same standards of safer recruitment will be applied by external bodies providing workers or volunteers to the schools.

External bodies will be required to provide written confirmation that relevant safer recruitment and other relevant pre-employment checks have been undertaken and this will be recorded on the Single Central Record.

More details on safeguarding checks can be found at Appendix 6 of the Pre-Employment Checks Procedure.

All workers and volunteers will be required to provide evidence of their identity when first arriving on the premises and to sign in on each visit.

All workers and volunteers will be provided with an induction into key policies and procedures and expects everyone to comply with these.

## **Appendix A**

### **Recruitment and Selection Policy Statement**

1. The Trust is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
  - receipt of satisfactory references\*
  - verification of the candidate's identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children (where applicable)
  - verification that you are not prohibited from teaching (where applicable)
  - verification of the candidate's medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
  - (for applicable school settings and for roles covered by the Regulations only) a declaration that you are not disqualified from working with children by virtue of

the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted.

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

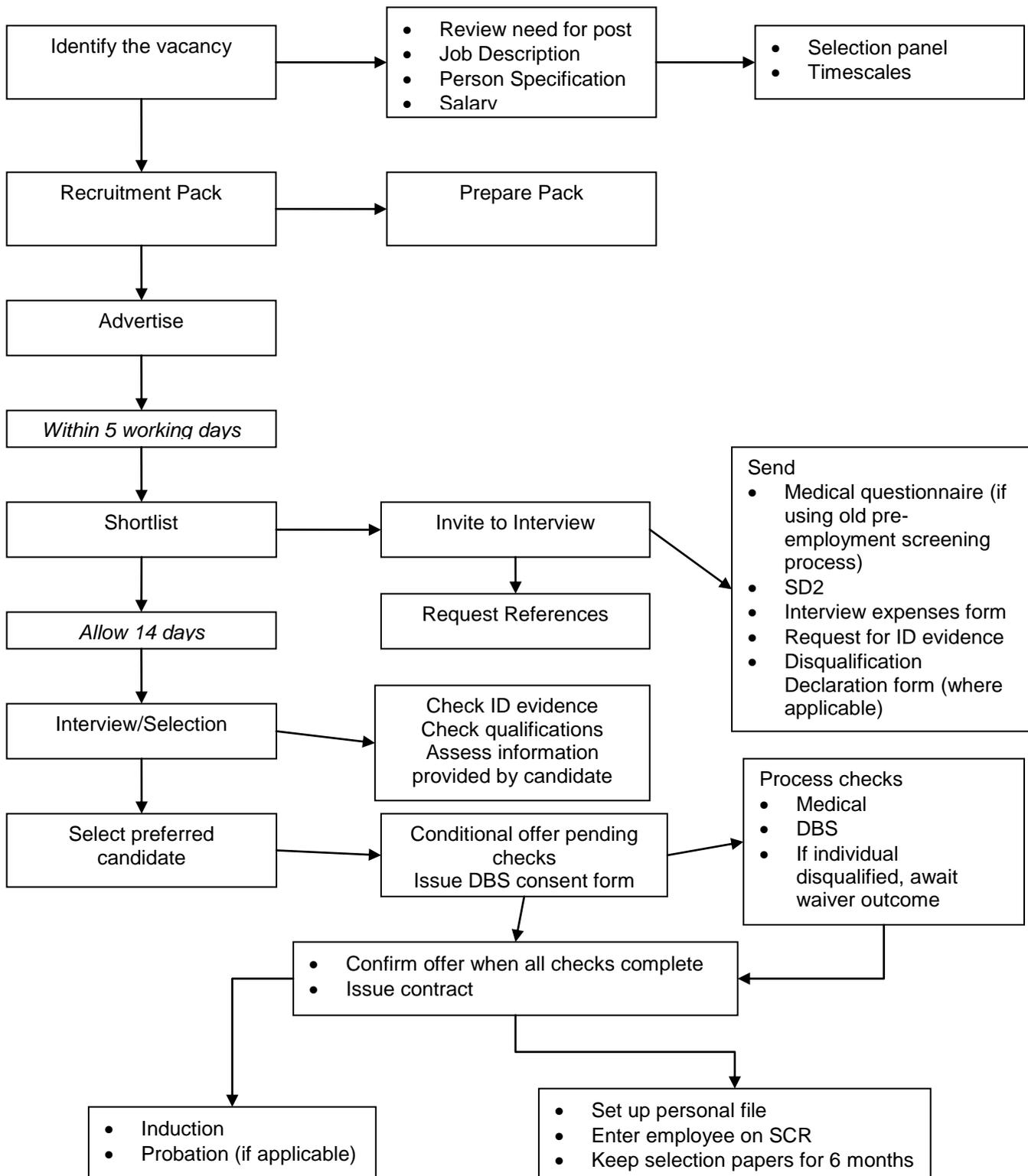
When making a recruitment decision The Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Trust is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

## Appendix B Summary of Recruitment Procedure



## Appendix C(i) Job Descriptions

The Job Description should define the purpose, the scope and the principal duties and responsibilities of the role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The job description should also include a safe recruitment statement  
***The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

For new support staff posts that do not match the model job descriptions, the school should seek a job evaluation before the recruitment process begins in order to assess the correct grade for the post.

### Job Description Template

<b>Job Title</b>	
<b>Grade</b>	<i>(include any limits e.g. mid point)</i>
<b>Reports to</b>	<i>(the post's line manager)</i>
<b>Responsible for</b>	<i>(any positions this post manages)</i>
<b>Liaison with</b>	<i>(key people the post works with – internal and external)</i>
<b>Job Purpose</b>	<i>(very brief summary of the overall purpose of the job)</i>
<b>Principal Accountabilities</b>	<i>(two or three bullets of the main areas of responsibility/work)</i>
<b>Duties</b>	<i>(list only key tasks. these could be under subheadings)</i>
<b>General</b>	<p><i>(there are some general statements which should be in all job description):</i></p> <ul style="list-style-type: none"> <li>• <i>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</i></li> <li>• <i>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</i></li> <li>• <i>Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</i></li> <li>• <i>The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</i></li> </ul>

## **Appendix C(ii) Person Specification**

The person specification will require careful thought and drafting. It sets out the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. It is a very important document and should be used throughout the recruitment process to develop the advert, shortlisting and selection criteria. There should be no requirements which are not clearly related to duties, there should be no unnecessary conditions or standards, nor use of words which imply a bias of any kind which are not justifiable. Criteria should be job related and ability-based. The person specification should only request genuine and justifiable requirements that give equality of opportunity for all, for example, asking for a specific number of years experience may discriminate against younger applicants.

The skills, qualities, qualifications and knowledge detailed in the person specification will assist the manager to compile the advert, to shortlist and then to interview by providing selection criteria against which candidates skills, etc. can be compared and assessed.

The person specification will enable prospective applicants to assess themselves for the job and provides a benchmark for judging achievements.

The criteria required of the ideal candidate and the format of the person specification may vary, but typically would include:

<b>Experience</b>	the experience required to perform the role outlined in the Job Description, including in relation to working with children.
<b>Qualifications</b>	the qualifications required to undertake the role.
<b>Skills / Knowledge</b>	the competences and qualities that the successful candidate should be able to demonstrate;
<b>Aptitudes</b>	specific requirements of the job, e.g. ability to lift heavy weights, ability to work with specific groups of children.

The person specification should also contain the schools recruitment and selection policy statement.

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

## Person Specification Template

General heading	Detail	General Examples	Specific examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	
	Literacy	Level of literacy required, including qualification level where required	
	Numeracy	Level of numeracy required, including qualification level where required	
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	
<b>Communication</b>	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions

	Languages	Any specific requirement to have a second language, signing etc.	
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
<b>Working with children</b>	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition

	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing
<b>Working with others</b>	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Knowledge of CAF (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between option and fact
<b>Responsibilities</b>	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Line Management	Any line management, supervisory requirements	
	Time Management	Requirements of the post	

	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	
<b>General</b>	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	
	Child Protection	General and any specific requirements	Understand what is mean by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/D ata Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment Evidence of	

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

## **Appendix D Resignation Dates**

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

### **Headteachers**

The latest resignation dates for headteachers are as follows:

- 30 September for release at end of autumn term
- 31 January for release at end of spring term
- 30 April for release at end of summer term.

### **Teachers**

The latest resignation dates for other teachers are as follows:

- 31 October for release at end of autumn term
- 28/29 February for release at end of spring term
- 31 May for release at end of summer term.

Exceptions may apply in cases of ill-health retirement.

### **Support staff**

Subject to the rights of either party at law, your appointment is terminable, by either side, by at least one calendar months' notice in writing expiring at any time, except for employees above Pay Band 9 who are subject to longer periods of notice and those dismissed for gross misconduct where the dismissal would be without notice.

## Appendix E Advertising

1. The following illustrates best practice in terms of advertising teaching and support staff posts. The School Workforce Development Team can advise on advertising and their section on the Infolink gives details of how to place advertisements in a number of publications including JobScene via the website [www.essexschoolsjobs.co.uk](http://www.essexschoolsjobs.co.uk).

### 1.1 Teachers

**When to advertise** – at the beginning of a term rather than at the end of a term. Consideration should be given to notice periods and to setting timescales which allow enough times for candidates to respond and for pre-employment checks to be completed.

**Where to advertise** – Times Education Supplement, Job Scene, Church Publications if applicable.

**Style of advertisement** – the cost and layout of various styles can be found in the appropriate advertising company's booklet.

### 1.2 Support Staff Employees

**When to advertise** - because there are different resignation dates for support staff employees, adverts can be placed at any time. However, for practicality it is advisable not to advertise immediately prior to a school closure period.

**Where to advertise** – It will be dependant upon the scale/hours of the post and type of contract. It is important to remember the equal opportunities issues and that the wider the field of applicants, the more likely the school will get the best person for the job. Posts can be advertised on staff notice boards, school newsletters, Jobscene (Essex County Council Job publication), local/national newspapers and/or church publications where relevant.

**Style of advertisement** – adverts should be clear and concise, providing basic information that will enable a prospective candidate to decide whether to request further information.

## 2. Advertisement content

Details from the job description and person specification should form the basis of the advert. It is recommended that the following information be included in an advert, as applicable:

- The job title, grade/salary and location
- Duration of the appointment (where applicable) and reason, if fixed term.
- Brief details of the department/school's profile
- A summary of the key duties and requirements of the post in terms of knowledge, skills, qualifications and experience
- The application procedure, contact details and closing date for receipt of applications
- The interview date
- The Trust's safe recruitment statement

- If appropriate reference to the availability of relocation expenses.

### **3. Wording for Adverts**

It is important to ensure that wording is relevant and non-discriminatory. In line with The Equality Act 2010 it is important to avoid using words such as 'young' or 'mature', specifically asking for a male or female applicants or requiring a certain number of years experience unless such criteria can be objectively justified as a genuine requirement for the role.

## Appendix F Shortlisting

All application forms should be scrutinised by the interview panel 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. Incomplete application forms should not be accepted and should be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified should be noted and where the applicant is shortlisted, should be discussed at interview. 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 from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the Person Specification without exception or variation. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting should be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting should be arranged within 5 working days of the closing date for the advertisement.

### Shortlisting Record Sheet

Post No

Job Title

Shortlisting Panel

Date of interview

Completed by

Name	Selection criteria – ie items on person specification						Shortlisted for interview Yes/No	Additional Comments

When completing this form, indicate:

✓ = appears to meet person specification

x = does not meet person specification

? = unclear from application form

## **Appendix G**

### **Model letter Inviting Candidates for Interview**

Amend as required e.g. If you do not reimburse expenses or proof of qualifications are not applicable to the advertised post. If you wish candidates to bring documents for DBS check (details in Appendix4 (i) of Pre-Employment Checks Procedure) you can add this in.

Dear

#### **APPOINTMENT OF (INSERT POST) SCHOOL**

Following your application for appointment to the (POST) of the above School, I am pleased to invite you to attend for interview on «Interview» at «Time» at the School.

The interview and arrangements are detailed on the attached schedule, which also includes the names of the Selection Panel and the other candidates.

A form on which to claim your expenses is also enclosed. Expenses should be claimed in accordance with the scale shown on the form. Receipted accounts, where applicable, should be submitted with your claim. Payment of expenses to the successful candidate is subject to acceptance of the post and will be paid only after duties have commenced.

You are also required to bring with you original certificates/letter of confirmation from the awarding institution, relating to the academic or professional qualifications stated on your application form which are relevant to this post. If you are unable to provide original documentation, a properly certified copy will be required.

Please let me know whether you will, or will not, be able to attend this interview by completing the enclosed slip and returning it to me as soon as possible.

Candidates are required to satisfy the school as to their physical fitness for the appointment and in this connection you will be asked to complete a health declaration form if you are selected as the preferred candidate.

Please complete and return the enclosed criminal records self-declaration form SD2 with your confirmation of attendance, prior to the interviews. Please **do not** seal this form in the same envelope as the medical questionnaire.

#### ***Optional wording for posts covered by the Childcare (Disqualification) Regulations 2009***

*The post you are applying for is covered by the Childcare (Disqualification) Regulations 2009 therefore please complete and return the attached disqualification declaration form. This is a self-declaration form and you must complete the information to the best of your knowledge. It can be sealed in the same envelope as the SD2 form. Please be aware that the school reserves the right not to proceed with your application in the event that you would be disqualified from working in the school under the Regulations.*

Under the Asylum and Nationality Act 2006 we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition

precluding them from taking up employment. We would, therefore, ask you to bring with you to interview one of the following as appropriate:

- A UK passport, or
- A full birth or adoption certificate issued from either the UK, Channel Islands, Isle of Man or Ireland together with an official document giving your permanent National Insurance number and name issued by a Government agency or previous employer.

If you are unable to produce either of the documents listed, please contact the school for details of other acceptable documents showing your right to work in the UK. Additional supporting documentation may also be required and this will be discussed with applicants as necessary.

We also are required to verify identity and this documentation (preferably photo ID) will also serve for this purpose.

Failure to provide the necessary evidence in this connection may result in us being unable to take forward your application. If you are not able to produce any of these documents please contact me to discuss other documents which may be acceptable.

If you have any special requirements in relation to the interview day, please let me know.

Should any difficulty arise please do not hesitate to contact me at the above address.

Yours sincerely

Chair of Governors/Panel

<b>REPLY SLIP</b>
-------------------

To Chair of selection panel

School

(Insert Post) interview

Date:

\*I shall/shall not be able to attend the interview (and pre-interview visit) as detailed above.

\* ***Please delete as applicable***

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Please provide details below of any special facilities or arrangements that you require to be made available in relation to the interview day, for example, dietary needs/parking/ access to premises.

## Appendix H

### Running the Selection Process

The table below outlines exercises that could be used as part of a selection process. Candidate must be informed which of the following will be used in the selection process.

In-tray Exercise	Example pieces of work typical of that which is likely to be found in their in-tray. The exercise will require them to make decisions on responses and priorities.
Personnel Case Study	Scenarios which could include disabilities, misconduct, capability, ill health issues and how they might deal with them.
Presentation	Presentation on a subject relating to a specific issue at the school which will indicate how they might deal with the issue and provide evidence of communication skills.
Budget/Data Analysis	Exercises to test how proficient the candidate is at the management and administration of budgets and analysing critical data.
Interview	Questions covering all aspects of the post to gain evidence using appropriate questioning techniques in a structured format and related to the person specification. Also allowing candidates to ask questions.
Tour/Introductions	A chance for the candidate to look around the school and meet other staff members. An opportunity to meet other members of the Trust might be appropriate, and evidence 'social skills'.
Group Discussion	All candidates get together to discuss a given topic and are observed by the Panel. This will give an indication of how they interact as part of a team, leadership skills, persuasive skills etc.
OPQ (Occupational Personality Questionnaire)	OPQ's are interpreted by a trained assessor who can provide a report to the Selection Panel about personality traits which are relevant to the person specification.

## **Appendix I (i) Interviewing**

### **1. Interviews**

The selection process should always include a face-to-face interview even if there is only one candidate. This provides the opportunity to explore any questions that arise from the application. The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children.

A suitable interview room and waiting area should be available taking into account the needs of any disabled applicants.

### **2. Planning the interview**

If candidates are given the opportunity to visit prior to interview, the panel must decide who will be available to greet candidates. It is advisable to select someone other than the outgoing post holder. It must also be decided whether any information gained about the candidate during this visit will be used as part of the selection process. Candidates should be informed accordingly. Internal candidates should be treated no differently from external candidates.

The format for the day(s) must be decided i.e. whether to have one or two days for the selection - this will be dependant upon the grade of the post. For senior appointments it is possible to use selection tools such as; in-tray exercises, group exercises, presentations, case study, role play, working with pupils, psychometric testing (OPQ), ability tests as well as the interview (see Appendix H for further clarification). Activities and exercises can highlight particular skills and attributes in candidates. Specific exercises can be used to gather information on interpersonal/communication, analytical, decision making and self-management and leadership skills.

The interview panel should meet prior to interview to agree the above and to:

- each a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of these issues;
- agree their assessment criteria in accordance with the person specification.

### **3. Involving pupils**

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing this, for example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff.

It is important to ensure that candidates are supervised at all times and are never left alone with pupils.

#### 4. Interview Questions

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post and agree the issues they will explore with each candidate, based on the information provided within the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how it is followed up.

It is acceptable to ask different supplementary questions of candidates based on their application and responses.

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

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

- The candidate's attitude toward children and young people
- 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.
- His or her ability to support the school's agenda for safeguarding and promoting the welfare of children and understanding of child protection issues
- Previous experience of working with children especially the age group relevant to the job

Other issues that should be covered include:

- gaps in the candidate's employment history and a satisfactory explanation sought
- reasons for any history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work.
- Other concerns or discrepancies arising from the information provided by the candidate and/or a referee
- Have a preliminary discussion regarding any declarations made on the SD2 form and/or Disqualification Declaration Form (where applicable).
- The panel should also ask the candidate if they wish to declare anything in light of the requirement of an enhanced DBS disclosure.
- If for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare or discuss in light of the questions that have been (or will be) put to his or her referees.

## **5. At interview**

On arrival a member of the interviewing panel or an appropriate member of staff must verify that the documents the candidate has been requested to provide are original and take a photocopy. For the successful candidate these should be retained in the personal file and recorded on the school's single central record of recruitment vetting checks.

For unsuccessful candidates this will be kept with the recruitment paperwork for 6 months, before being destroyed.

During the interview the chair of the interviewing panel should explain:

- the interview structure, including the fact that the panel will be making notes during the process
- provide important details of the post, including number of hours per week, weeks per year (if this is a support staff post) and salary details.
- when the candidate can ask questions
- close the interview and explain the next stage i.e. when the candidate will be notified of whether they have been successful.

The chair will also be responsible for overseeing the discussion in the decision-making process to ensure that only relevant, justified points are considered and that these are supported by evidence.

It is important to keep the interviews to time. Interviews invariably take longer than expected so it is important to allow sufficient time for each candidate. Extended interviews are often counter-productive for both the candidate and the panel.

It should be remembered that applicants are entitled to have access to all interview notes made (about themselves) which must be retained as part of the record of the interview. It is important therefore to avoid making personal comments on the interview notes. All interview notes must be retained for 6 months, after which they should be destroyed.

## Appendix I(ii) Interview Working Sheet

It is recommended that this or a similar interview sheet is used by each member of the selection panel

Post No: \_\_\_\_\_ Job Title: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Grade: \_\_\_\_\_

Key Criteria Required (From Job description/person specification)	-Candidates Initials-			

Name of interviewer: _____	
Signed: _____	Date: _____

6= excellent  
3= satisfactory

5= very good  
2=adequate

4= good  
1= unsatisfactory

**APPENDIX J – NO LONGER USED**

**Appendix K(i)**  
**Conditional offer letter to preferred candidate**

Dear

**Re: Appointment of**

Thank you for attending the recent interview for the above position.

I am pleased at this stage to inform you that you are the preferred candidate and we shall be proceeding with obtaining medical clearance\*, references\* delete as appropriate.

*Insert details of arrangements for candidates to bring any necessary documents for checking if all pre-employment checks have not been completed*

Your salary will be £.....per annum (*insert salary*)

*Add other details as required e.g. hours, weeks, fixed term etc*

On receipt of satisfactory clearances you will be made a formal Offer of Employment. However, if any of the clearances prove unsatisfactory then you shall be informed that we shall not be furthering your application. You should bear this in mind before making a decision to hand in your notice to your current employer.

Any offer will be subject to a satisfactory Disclosure and Barring Service Certificate. Please note that failure to produce a DBS certificate promptly if required or an unsatisfactory Disclosure and Barring Certificate may lead to termination of your contract. Please complete and return the enclosed DBS consent form. If we do not receive a signed copy of the DBS consent form we will not be able to proceed with this conditional offer.

***Optional wording for posts covered by the Childcare (Disqualification) Regulations 2009***

*As discussed at interview, this post is covered by the Childcare (Disqualification) Regulations 2009. As you provided information on your disqualification disclosure form that meets the disqualification criteria in order for this offer to be confirmed you must apply to Ofsted for a disqualification waiver and provide the school with a copy of your waiver application. You should keep the school regularly updated on the progress of your application and provide the school with a copy immediately on receipt. In the event that a waiver is not provided by Ofsted or you fail to apply for a waiver we regret that we will not be able to proceed with your appointment and this offer will be withdrawn.*

If you require any additional information or assistance in connection with your application, please do not hesitate to contact me.

Yours sincerely

**Appendix K(ii)**  
**Firm offer letter to Successful Candidate**

Date

Dear

I am very pleased to inform you that we have now received all required pre-employment checks, following your recent interviews for the post of **title** at **name of school** you have been selected for appointment by the Selection Panel.

The Trust are therefore pleased to offer you a permanent appointment at this school with effect from **date**, conditional upon a satisfactory Disclosure and Barring Service check.

**Insert where employee will be subject to a probationary period**

Your employment is subject to the satisfactory completion of a six month probationary period. A copy of the probationary procedure will be provided to you during your induction period.

Your contract of employment will follow in the near future.

I look forward to meeting you again in the new term. In the meantime, however, please do not hesitate to contact me if you have any queries.

## Appendix L(i) Induction

Once an employee commences work it is important to initiate an effective induction process which will mean that new staff are clear about their job and feel secure about what they should be doing. They should be informed about the aims and values of the school and how they can contribute to its mission.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and supported. If their training and development needs are taken into account and they are well supported with clear information they will quickly get 'up to speed' and begin to make a real contribution to the role.

If induction is poorly planned and executed a new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job and the school.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children should be monitored. It is important to ensure that new employees understand and abide by the school's policies and follow guidance given by experienced and senior staff.

It is important to ensure that induction training for all new staff includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. It is also important to ensure the employee has a good understanding of acceptable and appropriate conduct with pupils, and is made aware of the schools confidentiality and code of conduct policies.

For Safeguarding and to promote the welfare of children the induction programme should also include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures,
- Safe practice and the standards for conduct and behaviour expected of staff and pupils in establishment (Code of Conduct);
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

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

All new staff should be made aware of the content of all schools policies and procedures. It is advisable to list all the essential policies/procedures on an induction checklist or similar (see Appendix Lii) which the employee signs thereby confirming that they have been made aware of and have read these key documents.

## Appendix L(ii) Induction – Checklist

This checklist provides a framework for the planning, delivery and evaluation of the staff induction process at .....<school Name>.

This checklist should be completed by the immediate Line Manager.

**New Staff Member**

**Start Date** .....

**Line Manager** .....

**FIRST DAY**

Action required	Manager's Notes
<b>Welcome</b> and introduction to colleagues	
<b>Key diary dates</b> , ensure key meetings and events are booked, including regular one to ones, and staff meetings.	
Familiarise new staff with their <b>environment</b> , consider any facilities they may find useful	
<b>Security:</b> <ul style="list-style-type: none"> <li>• provide any necessary ID pass cards, car parking cards etc</li> <li>• computer passwords</li> <li>• building security information including, evening and weekends</li> </ul>	
<b>Health and Safety</b> <ul style="list-style-type: none"> <li>• Location of fire exits and 'Safe Havens' for staff with restricted mobility</li> <li>• Fire and other emergency evacuation procedures</li> <li>• Personal safety guidelines</li> <li>• Accident and incident reporting</li> <li>• On site first aiders</li> <li>• Risk assessments – VDU, manual handling etc.</li> </ul>	
<b>Work times</b> , breaks, session times, lunch etc.	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's signature</i>

## FIRST TWO WEEKS

Action required	Manager's Notes
Ensure that <b>Probation procedure</b> is discussed and understood, i.e. conduct and expected levels of performance, including confidentiality rules and ensure understanding of child protection procedures	
Identify <b>initial training needs</b> , e.g. ICT needs, child protection training etc Discuss Performance Management processes and plan implementation.	
Introduce them to the <b>procedural information</b> they may need. e.g. Leave (if appropriate) & sickness absence reporting. Introduce HR policies.	
Introduce them to key school policies (code of conduct, child protection, behaviour management etc).	
Introduce them to <b>facilities</b> and equipment they may need to use e.g. photocopier, fax, etc.	
<b>Further introductions</b> to key staff outside the immediate area	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's signature</i>

I confirm that I have been made aware of and have read the following policies/procedures *(NB Employer to amend list as required)*

- Child Protection (including Part 1 of Keeping Children Safe in Education 2015)
- Behaviour Management
- Equality and Diversity Policy
- Code of Conduct (including confidentiality)
- Disciplinary
- Grievance
- Health and Safety

**New Staff Member's Signature**.....

**Line Manager's Signature**.....

**Date**.....

## Appendix M(i) Model Volunteer Application Form

**School:** \_\_\_\_\_

**Personal Details**

Last name and Title:	First name (s):
Previous names:	Date of birth:
Home telephone no:	Mobile:
Email Address:	
Address:	
Relevant skills, training, qualifications or job history if applicable:	
Other information in support of this application:	
<i>Please give the name and contact details of a referee who has known you for at least 2 years. This should be someone who knows you in a professional capacity, not a friend or relative.</i>	
Referee's Name:	
Referee's Address:	
Position:	
Telephone number:	
Email Address:	
<p><b>The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</b></p> <p>The school requires all volunteers to complete a self-declaration of criminal record. A signed DBS consent form and a satisfactory enhanced Disclosure and Barring Service Disclosure will be required if they will be undertaking Regulated Activity. Volunteers not undertaking Regulated Activity may be required have a satisfactory DBS disclosure.</p> <p>Individuals applying to volunteer in a role covered by the Childcare (Disqualification) Regulations 2009 will be asked to complete a Disqualification Declaration Form. A disqualified person may only be engaged in a relevant voluntary role if they obtain a waiver from Ofsted. By signing this application form you acknowledge and consent to completing the Disqualification Declaration Form if relevant to the role.</p>	
<p><b>It is illegal for anyone who is barred from working with children to apply for, or work/volunteer to undertake Regulated Activity.</b></p>	
<p><b>Data Protection Act 1998</b></p> <p>I hereby give my consent for personal information (including recruitment monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.</p>	
Signature:	Date:

## Appendix M(ii) Model Volunteer Role Profile

<b>School:</b>	
<b>Name:</b>	
<b>Timing/Frequency of work:</b>	
<b>Area of work:</b>	<i>Enter group, class, activity etc.</i>
<b>Reports to:</b>	<i>Enter key contact for instruction, raising concerns or queries</i>
<b>Working with:</b>	<i>Enter other staff/adults volunteer will be working with</i>
<b>Equalities</b>	Understand and comply with school policies and procedures. Demonstrate a commitment to treating all people fairly.
<b>Health &amp; Wellbeing</b>	Understand and comply with school policies and procedures relating to Health, Safety and Wellbeing of all members of the school community.
<b>Safeguarding</b>	Understand and comply with safeguarding and children protection policies and procedures.
<b>Confidentiality</b>	Understand and comply with policies and procedures relating to confidentiality.

## **Appendix M(iii)**

### **Information for Volunteers**

Welcome to {inset name of establishment}. We would like you to know that we greatly value the time volunteers give. Volunteers are a great asset to the team and can play an important role by offering commitment, energy and enthusiasm to a wide range of activities, both inside and outside the classroom.

As volunteers will be in a position of trust we expect them to maintain strict confidentiality at all times in accordance with the confidentiality policy.

We are committed to providing a safe environment and expect all staff and volunteers to share in this commitment. All schools/academies have a statutory duty to safeguard and promote the welfare of the children in its care. Safeguarding is about protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances that enable children to have optimum life chances and enter adulthood successfully.

It is illegal for anyone who is barred from working with children to apply for, or work/volunteer to undertake Regulated Activity.

We will carry out other safeguard checks on volunteers. You will be asked to supply us with a reference(s), proof of identification and to complete a self-disclosure form (SD2).

#### ***Optional wording for where duties to be carried out by the volunteer are covered by the Childcare (Disqualification) Regulations 2009***

*This voluntary role is covered by the Childcare (Disqualification) Regulations 2009 and you will be asked to complete and return a Disqualification Declaration Form. This is a self-declaration form and you must complete the information to the best of your knowledge. It can be sealed in the same envelope as the SD2 form. Please be aware that the school reserves the right not to allow you to volunteer in the event that you are disqualified from working in the school under the Regulations.*

A full Disclosure and Barring Service (DBS) check and a signed DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for the voluntary role will be required for volunteers undertaking Regulated Activity and may be required for those not undertaking Regulated activity.

The consent form also seeks consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

We would invite volunteers who are to work regularly to be interviewed. This is an opportunity to explain the workings of the school and how we could best benefit from your skills and also provide an opportunity for you to ask any questions.

All new volunteers will undertake an induction programme, and on-going training will be provided wherever relevant to the activity in which the volunteer is engaged, including the safe use of any work equipment, etc.

As part of the induction you will be asked to familiarise yourself with key policies and procedures particularly those on:

- Safeguarding and child protection
- Equality and Diversity Policy
- Health and Safety.
- Behaviour Management
- Code of Conduct (including confidentiality)

You will be assigned a key link person who you can go to if you have any concerns or queries about any matter. Volunteers, like all staff, are expected to report to their link person any issues, whether they experience them or witness them, which they feel concerned about.

Whilst we appreciate the voluntary nature of your commitment, for the smooth operation of the school and to minimise disruption for pupils, we do ask all volunteers to fulfil their commitment as agreed between themselves and the school. . This includes consistent attendance where that is a requirement of the voluntary activity and undertaking the agreed tasks. Volunteers are provided with a Role Profile setting out the key duties of the role and will be asked to sign Volunteer Agreement confirming their acceptance of the commitment

*Enclosures (delete as applicable)*

- *Application Form*
- *SD2*
- *Disqualification Declaration Form (where applicable)*
- *DBS consent form (as applicable)*
- *Volunteer Agreement*
- *List of staff*
- *The school day*
- *General statements/information on safeguarding and other policies. Policies and Procedures should be covered in detail at induction)*

**Appendix M(iv)**  
**Model Volunteer Agreement**

<b>Model Volunteer Agreement</b>					
<p>This document sets out the agreement between the named person and the school for voluntary work. This agreement is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future.</p>					
School:					
Name of Volunteer:					
Agreed start date, frequency/duration, general area(s) of work: <i>(attach role profile)</i>					
Induction and training to be supervised by:					
School Link Person:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px;">Headteacher Signature:</td> <td style="width: 35%; padding: 5px;">Date:</td> </tr> <tr> <td style="padding: 5px;">Volunteer Signature:</td> <td style="padding: 5px;">Date:</td> </tr> </table>		Headteacher Signature:	Date:	Volunteer Signature:	Date:
Headteacher Signature:	Date:				
Volunteer Signature:	Date:				

Enclosures (delete/supplement as applicable)

- *List of staff*
- *The school day*
- *General statements/information on safeguarding and other policies. (Policies and Procedures should be covered in detail at induction)*

## Appendix M(v) Model Volunteer Reference

Dear .....

<Candidate name>

The above has given permission for us to write to you for a reference regarding their suitability to work as a volunteer in our school. The type of work they will be doing is.....

We would be grateful if you could answer a few questions below with regard to the above applicant.

How long have you known the applicant and in what capacity?	
Please could you comment on the applicant's suitability to undertake the volunteer work described above in our school.	
Please could you comment on the applicant's suitability to work with children?	
If you feel there is any other information relevant to the applicant and this work, then please continue on a separate sheet.	

We very much appreciate you taking the time to complete this reference request and enclose a pre-paid envelope for your reply.

Yours sincerely

Headteacher