



# Safer Recruitment

SAFER RECRUITMENT AND SELECTION POLICY

SEPTEMBER 2022

CONCORDIA MULTI ACADEMY TRUST



## Table of Contents

<b>1. Document Control</b>	<b>3</b>
Amendment History	3
Review Dates	3
Author(s)	3
Reviewer(s)	3
Approver(s)	3
<b>2. Policy Statement</b>	<b>4</b>
Maintaining a Safer Culture	4
<b>3. Principles</b>	<b>5</b>
Recruitment, Appointment and Integration Process	6
Authority to Recruit	6
Advertising the vacancy	7
Application Form	7
Seeking References and Checking Employment History	8
Head teacher and Deputy Headteacher references	9
Other checks before interviews	10
Employment of applicants with a criminal conviction	10
Shortlisting	10
Keeping records	10
Visits to the school	11
Invitation to interview	11
Interviews	11
Involving Pupils	12
Interview Questions	12
Online Searches for Public Information	13
<b>4. Offers of Appointment</b>	<b>14</b>
Ratification of Decision to Appoint a Headteacher or Deputy Headteacher	14
Notifying the decision to candidates	14
Pre-appointment vetting checks	14
Individuals who have lived or worked outside the UK	15

Agency and third-party staff	16
Contractors	17
PFI	17
Other public sector staff	18
Trainee/student teachers	18
Single Central Record (SCR)	18
Applicants for teacher training courses	18
Induction	19
Volunteers	19
Extended Schools	20
Local Academy Board (LAB) Representatives, Trustees and Members	21
<b>5. Appendix 1 - Recruitment and Selection Checklist</b>	<b>22</b>
<b>6. Appendix 2 – Record of Response</b>	<b>23</b>
<b>7. Appendix 3 – Person Specification</b>	<b>24</b>
<b>8. Appendix 4 – Reference Request Form</b>	<b>25</b>
See Reference Request Forms	25
<b>9. Appendix 5 – Shortlisting Summary Form</b>	<b>26</b>
<b>10. Appendix 6 – Minutes of Selection Panel</b>	<b>27</b>
PART TWO	27
<b>11. Appendix 7 – Offer of employment Letter</b>	<b>28</b>
<b>12. Appendix 8 – Qualifications</b>	<b>29</b>
<b>13. Appendix 9 – Interview Assessment Form</b>	<b>30</b>
<b>14. Appendix 10 – Minutes for Appointment of Headteacher/Deputy Headteacher</b>	<b>31</b>
Part Two	31
<b>15. Appendix 11 – Online Searches for Public Information</b>	<b>32</b>

This document and the information thereon is the property of CONCORDIA MULTI ACADEMY TRUST and may only be used for the purpose for which it is supplied. Reproduction or use of the information thereon, in whole or in part, is strictly prohibited without the express written permission of CONCORDIA MULTI ACADEMY TRUST.

## 1. Document Control

### Amendment History

Version No.	Date	Comments
2.0	September 2022	Author Updates

### Review Dates

Next Review Date
September 2023

### Author(s)

Name	Role
Tracy Webb	Chief Executive Officer

### Reviewer(s)

Name	Role

### Approver(s)

Name	Role
Tracy Webb	Chief Executive Officer

## 2. Policy Statement

The purpose of this document is to set out Concordia Multi Academy Trust's policy in relation to the recruitment and selection of staff.

Our trust is committed to raising standards, (keeping children safe) safeguarding and promoting the welfare of children and to equality of opportunity in employment. We aim to promote these values through fair recruitment policies and practices that ensure appointment on merit, rigorous background checking and encourage applications from all sections of the community.

Concordia Multi Academy Trust recognises the need to recruit the best possible staff to all posts. We are also mindful of our overriding duty to safeguard and promote the welfare of children and young people. We are committed to a fair, thorough and consistent approach to recruitment and selection and believe this to be the most effective way of ensuring the delivery of quality services and of keeping children safe.

We believe that all applicants for jobs are entitled to fair and equal treatment and protection from discrimination.

All of our academies within the trust will follow procedures that comply with employment law, relevant education legislation and codes of practice, other relevant national requirements and which aim to achieve best practice.

To support the principles of fair recruitment and selection in practice, individuals involved in the process will receive training which will include the technical skills required to prepare and review job descriptions and person specifications as well as interview and decision making techniques which will build competence in relation to child protection and promoting diversity and encouraging equality of opportunity.

### **Maintaining a Safer Culture**

Schools should be conscious of the need for continued awareness of safeguarding issues beyond the recruitment process.

It is important that all staff in a school have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out.

Safeguarding training is to be attended at least every 2 years and all staff should have regular briefings and updates on safeguarding and procedures. Keeping Children Safe in Education is to be revisited at least annually with all staff. Safeguarding is a standard agenda on staff meeting, LAB meetings and BOT meetings.

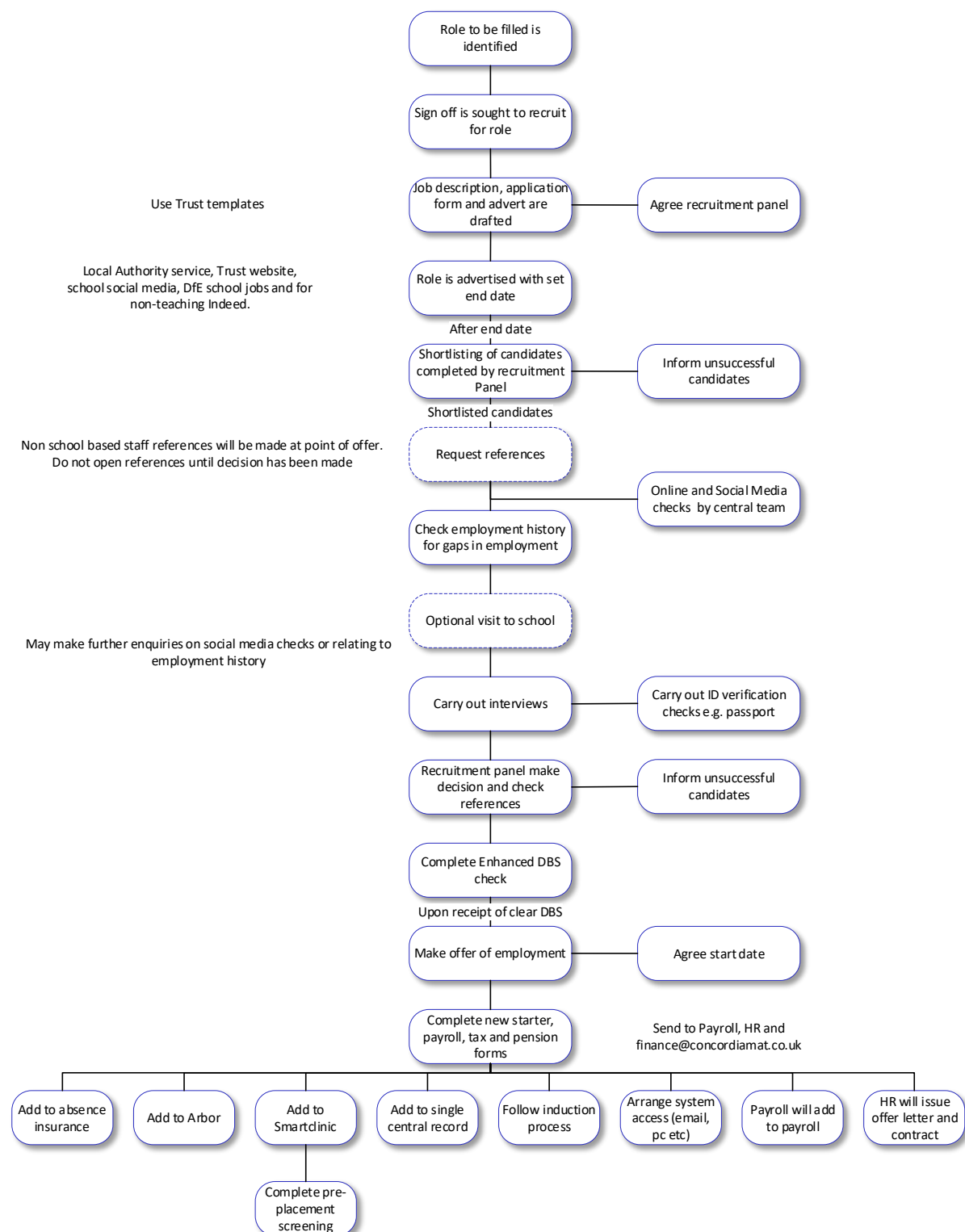
### 3. Principles

Our Policy is founded on the following key principles

- Prior to a decision to recruit, all posts will be subject to a review which will cover the need for the post, the duties and responsibilities as set out in the job description and the skills and attributes required by the person appointed
- Staff will be appointed on merit
- All appointment panels give due regard to the equality information and objectives, so that no person is discriminated against when it comes to employment or training opportunities
- The process of selection will conform to all legal requirements and will reflect the need to safeguard children and young people and promote their welfare
- The process of selection will be open and accountable taking account of the right to confidentiality of individual applicants
- Managers involved in appointing staff will have the appropriate skills and experience for the task.

## Recruitment, Appointment and Integration Process

The following process flow provides a step guide on what should be followed



## Authority to Recruit

Authority to recruit should be sought if the position is a permanent position within the school where it is in addition to the agreed staffing structure that has been approved within the budget.

### **Advertising the vacancy**

The advertisement for the vacancy is a public statement and a visual representation of the Trust and individual Academy. It should be designed to attract suitable applicants to the post in the most cost effective way.

All adverts will include statements saying -

- It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children
- Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes including DBS checks, references and online searches

The holder of this post will be required to work with children under the age of 18 in a position of trust, and is, therefore, exempt from the Rehabilitation of Offenders Act 1974.

The successful candidate will be subject to an enhanced DBS check

For the appointment of Head teachers, the position will involve the CEO, Trustees, the chair of Academy Board (as set out in the Scheme of Delegation). Deputy Head teacher or Assistant Headteacher positions will involve the recruitment process as outlined in the Scheme of Delegation. Both positions will be advertised externally unless the Trustees make the exceptional decision to appoint internally.

Teaching and support staff vacancies are generally advertised on the CWAC, Cheshire East or Wirral vacancy website. Vacancies should also be shared on internal staff news and vacancies across the Trust.

All applicants must also be advised that:

Local Academy Boards (LAB) have the delegated authority to appoint other teaching and support staff posts beyond the Headteacher and Deputy Headteacher. The Headteacher will be responsible for the management and organisation of the selection panel, shortlisting, verification checks, interview process and confirming into post. For all new appointments, the Headteacher will seek the approval of the chair of the LAB prior to advertising and consult permanent recruitment requirements with the CEO of the trust.

### **Application Form**

Each academy will use the Concordia Multi Academy Trust application form to obtain a common set of core information from all applicants. It will not accept or read curriculum vitae on its own without an application form.

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy



The application form includes a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- If they are known to the police and children's local authority social care
- If they have been disqualified from providing childcare - see paragraph 262 – 266 KCSIE 2022)
- Any relevant overseas information

Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview and sign a declaration confirming the information they have provided is true.

#### Job Description and personal specification

A job description and person specification should be prepared for every vacancy along with an advert, these should use the Trust template. For existing posts, the current job description should be reviewed to ensure that it remains up to date and accurate taking account of changes to support Workforce Reform or the school staff structure.

#### Job Description:

The job description should be prepared by the head teacher, for teaching staff it must be based on the Statutory School teachers Pay and Conditions Document (STPCD) and should be an accurate reflection of the job a person is expected to do although it should not be a list of every task to be undertaken. It should allow for some flexibility and change as required.

The document should outline the main purpose/function of the job together with a concise list of the main duties including the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

#### Person Specification:

The Person Specification lists the knowledge, skills, experience and qualities / characteristics required to perform the job as written in the job description. It specifies the requirements which are essential, i.e., without which the person would be unable to do the job and those which are desirable, i.e., could be obtained by training/experience but would be available in an "ideal" candidate. It also details the criteria against which candidates will be assessed during the shortlisting and interview stages. It should identify where the evidence of these criteria is expected to be found e.g., application form / interview / presentation / reference.

#### Seeking References and Checking Employment History

References will always be sought and obtained directly from the referee directly prior to interview. For school references they will only be accepted from the Head teacher of the school or the deputy in their absence.

The person conducting the recruitment decides whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview (however, best practice is to seek references prior to interview). This is not recommended as good practice. NB. If a reference has not been obtained on the preferred candidate before interview, the headteacher/chair of LAB will ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

All candidates will be advised that offers of employment will not be confirmed until satisfactory references and checks including DBS and online searches have been carried out and completed. Oral references will not be sought or accepted, and arrangements to receive references e.g., by fax should be confidential.

Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- establish the reason for the candidate leaving their current or most recent post
- Resolve any concerns before any appointment is confirmed

When asked to provide references, schools and colleges should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious. Further guidance on references, including on the position regarding low-level concerns, is set out in Part four of KCSIE 2022. References are an important part of the recruitment process and should be provided in a timely manner and not hold up proceedings. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference.

### **Head teacher and Deputy Headteacher references**

For a Headteacher appointment, ideally one of the references must be from the appropriate Director of Children's Services or another senior member of the Local Authority or Trust personnel.

If the applicant is employed in the private education sector a reference should be obtained from the Chair of Governors or the person in a Senior managerial position.

For a Deputy Headship appointment one of the references must be from the applicant's current head Teacher. Second references should be obtained from the second referee as detailed on the application form.

### **Other checks before interviews**

If a short-listed applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer and asking for written confirmation of the facts.

### **Employment of applicants with a criminal conviction**

As these posts are covered by the Exemption Order of the Rehabilitation of Offenders Act 1974, applicants are asked to declare on the Rehabilitation of Offenders form whether or not they have an unspent or spent conviction. Administrative arrangements should be in place to share this information with the Chair of the Selection Panel who can take it into account when determining candidate's suitability for interview.

In some situations, it will be obvious that a conviction makes it impossible for the candidate to be appointed, therefore interviewing should not be contemplated and the applicant should be advised to that effect.

However, there may be some types of conviction which fall into a grey area and in this event, it would be acceptable to interview the candidate if they fit the shortlisting requirements and discuss the conviction with them at the end of the interview. Advice will be sought from HR immediately.

### **Shortlisting**

Our shortlisting process will involve at least 2 people (it is recommended that those who shortlist carry out the interview for a consistent approach). We will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

In addition, as part of the shortlisting process we will carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

### **Keeping records**

It is important that the rationale for shortlisting candidates for any post is recorded. The Shortlisting Summary form (Appendix 5) should be used for this purpose. In the case of the appointment of a Head teacher or Deputy Head teacher, the deliberations of the Trustees and LAB need to be recorded. Minutes of the Shortlisting / Preparation for Interview meeting should be prepared and a suggested format is contained in Appendix 6.

Documentation relating to shortlisting needs to be specific and the analysis of candidates should be retained as set out in the Trust Data Retention Policy.

## **Visits to the school**

Depending on the position of the job in the school structure, academies may wish to arrange for candidates to visit as part of the selection process. This can be either a formal or informal visit, the advert or candidate pack will provide relevant information and details.

## **Invitation to interview**

Applicants who are successfully shortlisted should be invited for interview and should be asked if they have any special needs or requirements which need to be planned for during the selection process.

All shortlisted applicants for all posts should be asked to bring with them proof of identity, qualifications and eligibility to work in the UK.

The invitation should stress that the identity of the successful candidate will be checked thoroughly to ensure the person is who he/she claims to be, and that the person will be required to complete an application for a DBS Disclosure straight away if they are successful.

Consequently, all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements which may include:

- Passport or Driving Licence
- Qualification documentation
- A document such as a utility bill or financial statement that shows the candidate's current name and address
- If name is different, Marriage Certificate, duplicate certificate or change of name documentation

## **Interviews**

The interview should assess the merits of each candidate against the job requirements and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

It is important to establish:

- what attracted the candidate to the post being applied for and their motivation for working with children
- exploring their skills and asking for examples of experience of working with children which are relevant to the role
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

The interviews should be used to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal
- lack of recognition and/or understanding of the vulnerability of children
- inappropriate idealisation of children
- inadequate understanding of appropriate boundaries between adults and children

- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case.

### **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 that. 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 representative of the LAB or senior member of staff, and/or meet with pupils and staff. Each academy will make this decision.

### **Interview Questions**

The Selection Panel will need to agree together:

- A range of questions based on the requirements of the job description and person specification which are designed to elicit the evidence on which to judge how well candidates meet those requirements. Questions must not be discriminatory with regard to age, disability, gender reassignment, marital status, race or ethnic origin, maternity or pregnancy, sexual orientation or political belief.
- Who will ask which questions and in what order.
- An expected range of answers for each question.
- The mechanisms for coming to a decision e.g., will the interview answers be scored? How much weight should be given to lesson observations, a presentation or other practical exercise compared to the interview? Those aspects in the Person Specification, which are most important in performing the job, should normally score the highest. A mechanistic scoring method should not be substituted, however, for a thorough discussion of the comparative merits of each candidate.

Each interviewee should be treated equitably by asking each candidate a set of core questions but asking further probing questions. These might be to explore further the candidates' answer or if insufficient, inadequate or contradictory responses are made. Individual questions will also be appropriate where there are unique issues arising from the details on a particular candidate's application form or reference.

Each member of the selection panel should record their comments on the interviewee's responses on an Interview Assessment form such as that shown in Appendix 9.

### **Interview Process**

The Chair of the Selection Panel should welcome the interviewees and introduce them to the Panel and explain the way that the interview is to be conducted.

If a candidate has declared a criminal conviction, spent or unspent this should be explored with the candidate.

When interviewing candidates who have declared themselves disabled, interviewers should, at the end of the interview, explain that the trust, as an equal opportunities employer, needs to know if the candidate requires any special aids or adaptations to enable them to carry out the duties of the post.

For each candidate, the Panel must ensure that verification of identity and qualifications has been undertaken.

The Panel should not discuss candidates between interviews but should take brief notes and assessments to inform the discussion which takes place after all the interviews are completed.

After the interviews have been concluded the Selection Panel should discuss the performance of the interviewees in relation to the requirements of the job.

In the case of the appointment of a Head teacher, Minutes of the Interview process should also be produced. A suggested format is contained in Appendix 10.

### **Online Searches for Public Information**

Online searches for public information will be carried out by a member of the Central Team using the form in Appendix 11.

## 4. Offers of Appointment

### **Ratification of Decision to Appoint a Headteacher or Deputy Headteacher**

The Trustees and LAB Chair will be requested to communicate with the Board of Trustees and Local Academy Board the conclusion of the interviews, to inform them of the appointment.

### **Notifying the decision to candidates**

The Chair of the Selection Panel is responsible for notifying, after ratification, the successful and unsuccessful applicants. Feedback to unsuccessful candidates should be offered and undertaken by the appropriate Panel member. For Head Teacher and Deputy Head Teacher posts this will normally be the CEO or the Chair of the LAB, who is present at the time.

### **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available (this is not general practice and in exceptional circumstances with approval from the CEO)
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: criminal records checks for overseas applicants

For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach.

Check that candidates taking up a management position\* are not subject to a prohibition from management (section 128) direction made by the secretary of state.

\* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers. These checks are also carried out on Local Academy Board Representatives, Trustees and Members.

Checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any legal advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
  - We believe the individual has engaged in relevant conduct; or
  - We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
  - We believe the 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
  - The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

All checks should be:

- confirmed in writing
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations)
- followed up where they are unsatisfactory or there are discrepancies in the information provided

### **Individuals who have lived or worked outside the UK**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 231 KCSIE 2022). This includes obtaining (via the



applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

Following the UK's exit from the EU, schools should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Whilst the safeguarding and qualified teacher status (QTS) processes are different it is likely that this information will be obtained from the same place therefore applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body. Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability.

Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

Recruiting teachers from overseas. Not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. Schools should also be mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. The Home Office provides guidance on criminal records checks for overseas applicants which can be found on GOV.UK.

Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. More information about this is available for Qualified teacher status (QTS): qualify to teach in England - GOV.UK ([www.gov.uk](http://www.gov.uk)). It is important to note that holding a teaching qualification (wherever it was obtained) does not provide suitable assurances for safeguarding purposes that an individual has not been found guilty of any wrongdoing or misconduct, and or is suitable to work with children.

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that

the person presenting themselves for work is the same person on whom the checks have been made using photographic evidence.

If the DBS Disclosure refers to the existence of information additional to what is on the face of the Disclosure and the supply agency cannot provide the school with a copy of that information and the school wishes to employ the person, they must carry out a repeat DBS Disclosure and not employ the person until that is received.

Where supply or casual staff are employed directly by the school, the school must complete all relevant checks as for other staff.

Schools must record whether checks have been carried out on supply staff provided by an agency and those directly employed on the Single Central Record. To do this, the school must have written confirmation from the supply agency that it has satisfactorily completed the required checks.

## **Contractors**

Where we use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites.

In cases where the contractor does not have opportunity for regular contact with children, schools should decide on whether a basic DBS disclosure would be appropriate.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children.

Schools are responsible for determining the appropriate level of supervision depending on the circumstances.

If an individual working at a school is self-employed, the school should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

Schools should always check the identity of contractors on arrival at the school or college.

## **PFI**

PFI contract staff e.g., caretakers and catering staff, will be checked by the contractor in the same way as academy employees. Such a requirement forms part of the contract. The contractor is responsible for ensuring the same procedures are followed by any sub-contractors. All PFI members of staff are to be included on each school's SCR.

## **Other public sector staff**

Individuals such as psychologists, nurses, dentists may be employed directly through the Local Authority and should have had a DBS check undertaken by the authority. However, this cannot be taken for granted and it is still necessary for the academy to see and verify that the DBS has been undertaken and that photographic identification is checked to verify that the person on site is the person that has undertaken the DBS check.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by the school, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

There is no legal requirement for the school to record details of fee-funded trainees on the single central record. However, our MAT has made the decision that they will be recorded on the SCR.

## **Single Central Record (SCR)**

In addition to the various staff records which are kept as part of normal school business, all our academies must maintain a single central record of recruitment and vetting checks. Details of Local Academy Board Representatives (previously known as Governors) are included on each academy SCR. The MAT also retains a SCR for the Trustees and Members and this is shared with each of the schools termly.

This must cover:

- all staff employed to work at the school including those employed through PFI
- all central staff employed by the MAT
- all staff employed as supply staff whether employed directly by the school or through an agency
- Volunteers
- Representatives of the Local Academy Board
- Trustees
- Members
- Any person brought into the school to provide additional teaching or instruction to pupils but who are not staff members e.g., specialist sports coaches or artists

The central record must indicate that all relevant checks have been completed, the date on which this was done and who undertook the check. The SCR is to be checked by a representative of the LAB at least half termly and the date recorded and retained of all checks for the trust board.

It is not a legal requirement to record section 128 checks on the SCR, however, the MAT has made the decision that all Trustees, Members, LAB representatives and senior staff will record checks and dates on the SCR.

## **Applicants for teacher training courses**

For applicants for initial teacher training, the initial teacher training provider should ensure that an enhanced DBS Disclosure is applied for when a place at a teacher training institution has been accepted, so that disclosures are received prior to the trainee commencing school based elements of their training. This must be checked and verified with photographic identification prior to the student starting work in an academy.

## **Induction**

Please use the school or Trust Induction Policy.

The purpose of induction is to:

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

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

- policies and procedures in relation to safeguarding and promoting welfare e.g., child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures including PREVENT
- safer practice and the standards of conduct and behaviour expected of staff and pupils in the establishment
- how and with whom any concerns about those issues should be raised including bullying, prevent, child on child/SHSV abuse etc
- other relevant personnel procedures e.g., disciplinary, capability, health and safety and whistle-blowing

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

## **Volunteers**

Many parents and other volunteers help regularly in the classroom and with other activities associated with schools. The trust's policy is that all will require an enhanced volunteer DBS check.

Volunteers are seen by children as safe and trustworthy adults, and if a school is actively seeking volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff. All adults working within schools must wear ID badges and sign in and out each day. Anyone within school without a badge must be reported to a member of staff immediately. Children know to inform an adult if they see anyone without a badge and not to approach them.

In some instances, for example where a volunteer takes on a particular role, the following procedure should be adopted

- seeking references
- checking to ensure others in the school community know of no concerns
- confirming that the volunteer can make a positive recommendation
- conducting an informal interview to gauge the person's aptitude and suitability

In other circumstances, e.g., where a volunteer's role will be "one - off" - accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school, e.g., sports coaches from a local club, the school should obtain assurance from that organisation that the person has been properly vetted and a copy of the enhanced DBS will be required.

Head teachers should obtain an enhanced DBS Disclosure where the volunteering is regular and involves contact with children. The DfE definition of "regular" is where there will be contact three or more times in a 30-day period, or once a month or more or overnight. Head teachers need to make a risk assessment and use their professional judgment in deciding if a DBS Disclosure is necessary. To help them they should consider:

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

Under no circumstances will a volunteer who has not obtained a DBS Disclosure be left unsupervised with children.

### **Extended Schools**

Local Academy Boards need to be aware that they retain overall responsibility for ensuring that safe procedures are in place for any staff or volunteers involved in delivering extended services on the school site.

The academies normal arrangements for appointments, recruitment and vetting checks and record keeping apply.

## **Local Academy Board (LAB) Representatives, Trustees and Members**

Chair of the Board of Trustees

An application will be made for a DBS for any incoming Chairs of Trustees. This application will be made to the Secretary of State.

Enhanced DBS checks and section 128 checks will be carried out on all LAB representatives, Trustees and Members. Two references will be sought for any new members to join the MAT to assess the suitability of volunteers.

## 5. Appendix 1 - Recruitment and Selection Checklist

Item	Date completed
Sign off to recruit	
Job description, application form and advert produced	
Recruitment panel agreed	
Role advertised	
Candidates shortlisted	
Unsuccessful candidates informed	
References requested	
Online and social media checks completed (by central team)	
Employment History checked	
Visit to school completed (optional)	
Interviews completed	
Recruitment panel decision made	
References checked	
ID checks completed	
Unsuccessful candidates informed	
Completed Enhanced DBS check	
Offer of employment made	
Start date agreed	
New starter, payroll, tax and pension form completed and sent to payroll, HR and finance@concordiamat.co.uk	
Added to absence insurance	
Added to Arbor	
Added to SmartClinic	
Pre-placement screening completed through SmartClinic	
Added to single central record	
Induction process followed	
System access arranged (pc, systems, email)	
Payroll team confirmed added to payroll	
HR issued offer letter and contract	
Signed contract received	

## 6. Appendix 2 – Record of Response

RECORD OF RESPONSE TO THE ADVERTISEMENT FOR THE POST OF \_\_\_\_\_

	<b>Applicants Name</b>	<b>Address</b>	<b>Date applied for post</b>	<b>Shortlisted Yes or No</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



## 7. Appendix 3 – Person Specification

	DESIRABLE CRITERIA	ESSENTIAL CRITERIA	HOW IDENTIFIED
<b>EDUCATION AND TRAINING</b>		QTS GTC Membership NPQH (for Headships)	<b>CERTIFICATES QUALIFICATION DOCUMENTS APPLICATION FORM</b>
<b>RELEVANT EXPERIENCE</b>			<b>APPLICATION FORM INTERVIEW</b>
<b>GENERAL AND SPECIFIC KNOWLEDGE AND SKILLS</b>		Ability to safeguard and promote the welfare of children and young people	<b>APPLICATION FORM INTERVIEW PRESENTATION</b>
<b>SCHOOL SPECIFIC</b>			

## **8. Appendix 4 – Reference Request Form**

**See Reference Request Forms**

## 9. Appendix 5 – Shortlisting Summary Form

Essential Criteria (Nb. These should match those set out in the person specification)	Identified from	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant
Qualified teacher status GTC Registration NPQH (Head teacher only)							
<i>Commitment to safeguarding and promoting the welfare of children and young people</i>							
Desirable Criteria (Nb. These should match those set out in the person specification)	Identified from	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant

## 10. Appendix 6 – Minutes of Selection Panel

MINUTES OF A MEETING OF THE SELECTION PANEL TO AGREE SHORTLISTING AND INTERVIEW  
ARRANGEMENTS FOR A HEADTEACHER/DEPUTY HEADTEACHER FOR xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
HELD AT ON

Present: (Chair of Selection Panel)

In attendance: (Chair of Trustees)

(Governance Team Representative/s)

(Trust representative/s)

### PART TWO

#### 1. SHORT-LISTING

Consideration was given to the applications received and candidates were selected for interview by matching to the person specification.

RESOLVED: that the following candidates be invited for interview:

#### 2. INTERVIEW PROCESS

Consideration was given to the interview process and various options were discussed.

RESOLVED: that the following process and options were agreed

#### 3. INTERVIEW AND RATIFICATION ARRANGEMENTS

The detailed arrangements for the interviews, ratification and candidates' visits were discussed. The times for interviews were allocated by \_\_\_\_\_.

RESOLVED:

- a) that candidates be asked to attend for interview on ..... at the following times
- b) that the candidates be invited to visit the academy on .... at ..... to meet with the staff and LAB Chair and trustees
- c) that the questions discussed be finalised by the trustees and chair of LAB and circulated to the Selection Panel
- d) that the Selection Panel should meet at ..... prior to the first interview to allocate questions and finalise details for the day
- e) that a ratification meeting be held on ..... at .....(time) to confirm the decision of the Selection Panel

Signed.....CHAIR OF SELECTION PANEL

Dated.....

## **11. Appendix 7 – Offer of employment Letter**

The Trust's HR Partners will issue an offer letter and contract.

## 12. Appendix 8 – Qualifications

VERIFICATION OF QUALIFICATIONS OF \_\_\_\_\_

POST TITLE \_\_\_\_\_

Qualifications and Documents e.g., Degree, NPQH, Passport etc			
Documents	Seen by	Document numbers	Date
Passport/Marriage Certificate			
Birth Certificate/Driving Licence			
2 x Recent Bank Statement/Utility Bill with address			
Qualifications QTS/NPQH etc			

**I can confirm that I have seen and checked the certificate(s) above as proof of qualification(s) for the named candidate. The certificate(s) were originals and in good condition.**

Name of the verifying officer:

Signature of verifying officer:

Date:

## 13. Appendix 9 – Interview Assessment Form

Name of Candidate:

Title of Post applied for, grade and Salary:

Location of Post:

Interviewing Officers:

Nb. Appointing officers/panels should ask questions which enable them to ensure that all candidates meet the requirements of the post including the ability to safeguard and promote the welfare of children and young people.

	QUESTIONS	EXPECTED RANGE OF RESPONSES	COMMENTS ON RESPONSES	SCORE 0-5
1				
2				
3				

## 14. Appendix 10 – Minutes for Appointment of Headteacher/Deputy Headteacher

..... Academy

MINUTES OF A MEETING OF THE SELECTION PANEL TO APPOINT A HEADTEACHER/ DEPUTY HEADTEACHER FOR ..... Academy HELD AT ..... ON .....

In attendance:

(Chair of Trustees)

(Chair of LAB)

(CEO)

(Governance Team Representative/s)

(Trust representative/s)

### Part Two

#### 1. INTERVIEW ARRANGEMENTS

The Selection Panel met prior to the interviews to agree the questions and areas to be covered by individuals. Members of the Panel had a sheet of the agreed questions for each candidate on an interview assessment form to enable them to record responses and their comments.

#### 2. INTERVIEWS

Candidates were seen in the following order:

Time	Name
.....	.....
.....	.....
.....	.....

The candidates were asked to give a presentation. The presentation was followed by questions of clarification and then a formal interview using the questions previously agreed.

After the final interview The Selection Panel discussed the candidates by reference to the person specification and their individual interview assessment forms.

RESOLVED: that ..... (name) be recommended to the Board of Trustees and LAB for the appointment of Head Teacher or Deputy Headteacher with effect from ..... (date), on a starting salary equivalent to LG .....

Signed..... CHAIR OF SELECTION PANEL

Dated.....



## 15. Appendix 11 – Online Searches for Public Information

To be carried out by a member of the central team of Concordia Multi Academy Trust, after a candidate has been shortlisted for interview.

Candidates name	
Position applied for and name of school	
Date online searches carried out	
Online search carried out by	

### Search Engine/Websites:

Using the individuals name alone and their name and town search on the below engines/websites.

View the top 10 results:

Search engines	Concerns raised that may identify risks: Extreme views/opinions, hate or discriminatory behaviour, illegal activities, inappropriate/undesirable content, potential addiction or substance abuse, sexually explicit content, violent content or any other concerns
Google	
Current school's website or company working for	

### Social Media:

Using the social media links provided view the last 10 posts:

Search engines	Concerns raised that may identify risks: Extreme views/opinions, hate or discriminatory behaviour, illegal activities, inappropriate/undesirable content, potential addiction or substance abuse, sexually explicit content, violent content or any other concerns
LinkedIn	
Twitter	
Facebook	

Identify and address the following concerns at interview: