

# EASTHAMPSTEAD PARK COMMUNITY SCHOOL

## Recruitment & Selection Policy



*This policy and procedure must be read in conjunction with the Safeguarding and Child Protection Policies.*

### 1. Introduction

- (a) This Recruitment and Selection Policy has been produced in line with the DCSF guidance “*Safeguarding children: Safer Recruitment and Selection in Education Settings*” (June 2005). This policy aims to ensure both safe and fair recruitment and selection is conducted at all times.
- (b) Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.
- (c) The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff.
- (d) The aim of the policy is to ensure that:
  - The safeguarding and welfare of children and young people occurs at each stage of the process.
  - A consistent and equitable approach to the appointment of all school based staff.
  - All relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.
  - The most cost-effective use is made of resources in the recruitment and selection process.

### 2. Policy statement

- a) The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school’s performance and fundamental to the delivery of a high quality service.
- b) The School is committed to ensuring that the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner. Those that are responsible for each stage of the recruitment process are expected to demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.
- c) The Governing Body delegates to the Headteacher responsibility for appointing staff other than those to the Leadership Group (i.e. Headteacher, Deputy Headteachers, Assistant Headteachers and School Business Manager). For members of the Leadership Group the arrangements are as set out in section 6.
- d) The Governing Body delegates to the Headteacher responsibility for determining whether there is a need to pay relocation expenses and the amount, when it can be demonstrated that by doing so, the school will be able to recruit a high quality candidate.

### 3. Principles

- (a) All applicants will receive fair treatment and a high quality service.
- (b) The job description and person specification are essential tools and will be used throughout the process.
- (c) Employees will be recruited on the knowledge, experience and skills needed for the job.
- (d) Selection will be carried out by a panel with at least two members. At least one panel member should have received training on the recruitment and selection process through the NCSL online training package.
- (e) The selection panel will usually include at the appropriate link governor for a TLR1 post. For other posts a governor may be a member of the selection panel at the invitation of the Headteacher. Governors will not normally be involved in the appointment of temporary staff.
- (f) Selection will be based on a minimum of completed application form, shortlisting and interview.
- (g) Monitoring and evaluation will be carried out to assess the effectiveness of the process.
- (h) All posts will normally be advertised.

- (i) The Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.
- (j) No candidate will be employed who has been connected with any terrorist activities

#### 4. Advertising posts

- (a) Normally all posts should be advertised internally within the school (those on maternity and long-term absences must be made aware of all suitable vacancies) and externally where appropriate.
- (b) Occasionally a post may not be advertised, for the following reasons.
  - A similar post has recently been advertised and an appointment can be made from the subsequent interviews.
  - A temporary appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long-term sickness absence.
- (c) Where the need for a temporary or fixed-term post becomes a permanent one, then the Headteacher should consult the Chair of the Personnel Committee about whether it is appropriate for the temporary postholder to be offered the permanent contract or whether the post should be advertised. The decision will depend on the original reason for the post being temporary, any subsequent changes in the needs of the school and the original recruitment process that was undertaken.

#### 5. Equal Opportunities

The school is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The school acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

#### 6. Appointment of members of the Leadership Group

- Where a Headteacher or Deputy Headteacher is being appointed the Governing Body will consult with the Local Authority about the recruitment process.
- (b) For the appointment of the other members of the Leadership Group the Chair of Governors and Chair of the Personnel Committee will decide on the recruitment process in consultation with the Headteacher.
- (c) For the appointment of members of the Leadership Group the recruitment and selection procedure will include, but not necessarily be limited to, the arrangements as set out in Appendix A.

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Reviewed and Revised:

**October 2017**

Responsibility for Implementation and Review:

**Headteacher & Personnel Committee**

Date of Next Review:

**Autumn 2019**

## Recruitment and Selection Procedure

### 1. Pre-recruitment Process

- (a) *Objective* - The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:
- Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the Local Authority or future employees.
  - Give successful applicants a clear understanding of the post and what is expected of them.
  - Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.
- (b) *Application form* - A standard application form provided by the Local Authority should be used to obtain a common set of core data from all applicants.
- (c) *Job description, person specification and information pack*. An accurate job description and personal specification (i.e. profile of the necessary requirements for the post) is required for all post. In addition an up-to-date and relevant information pack is required. See Appendix B for more details.
- (d) *References*. The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Ideally, references should be sought on all short listed applicants, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee.

### 2. Interviews

- (a) *Purpose* - The interview should assess the merits of each applicant 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 applicant.
- (b) *Interview Panel* - Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases (e.g. for senior or specialist posts) a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the applicant, and make notes, while the applicant is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview. On occasion it may be necessary to conduct interviews by telephone, skype or other form of media if the person being interviewed is not able to visit the school (for example when recruiting from overseas) These interviews should still be conducted by more than one person.
- (c) *Requirements* - The members of the panel should:
- Have the necessary authority to make decisions about appointments.
  - Be appropriately trained.
  - Meet before the interviews to:
    - reach a consensus about the required standard for the job to which they are appointing;
    - consider the issues to be explored with each applicant and who on the panel will ask about each of those;
    - agree their assessment criteria in accordance with the person specification.
- (d) *Conflict of interest* - Where an applicant is known personally to a member of the selection panel it must be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.
- (d) *Scope of the interview* - In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore the following.
- The applicant's attitude toward children and young people.
  - The ability to support the school's agenda for safeguarding and promoting the welfare of children.

- Emotional resilience in working with challenging behaviours.
- Gaps in the applicant's employment history.
- Concerns or discrepancies arising from the information provided by the applicant and/or a referee.

Also, the applicant should be asked whether he/she wishes to declare anything in light of the requirement for a DBS check.

### 3. **Conditional Offer of Appointment: Pre Appointment Checks**

(a) *Offer of appointment.* An offer of appointment to the successful applicant should be conditional upon:

- Receipt of at least two satisfactory references.
- Verification of the applicant's identity.
- Verification of the applicant's medical fitness.
- Verification of qualifications.
- Verification of professional status where required – e.g. GTCE registration, QTS status (unless properly exempted).
- A check of DFE List 99 (in some residential establishments a check of the PoCA List may also be required) and a satisfactory DBS Enhanced Disclosure. Note that it may not be possible or productive to undertake these checks in respect of people who are resident overseas, and have not previously lived in the UK.
- For teaching posts verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).
- For non-teaching posts satisfactory completion of the probationary period.
- Verification of eligibility to work in the UK.

(b) *Checking arrangements* - 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.

(c) *Safeguarding children* - Relevant DBS guidance will be followed if a Disclosure reveals information that an applicant has not disclosed in the course of the selection process. Also a report should be made to the police and/or the DCSF Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) where any of the following apply.

- The applicant is found to be on List 99 or the PoCA List, or the DBS Disclosure shows he/she has been disqualified from working with children by a Court.
- An applicant has provided false information in, or in support of, his/her application.
- There are serious concerns about an applicant's suitability to work with children.

### 4. **Post Appointment Induction**

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. For further information refer to the Guidance document or the DCSF document "*Safeguarding Children: Safer Recruitment and Selection in Education Settings*".

**Job description, person specification and information pack****1. Introduction**

The job description and person specification will need careful thought and drafting. It is also good practice to make sure at the outset that the information pack is up-to-date, and clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled. The time and effort spent preparing the documentation to support the selection should help minimise the risk of making an unsuitable appointment.

**2. Job description**

A job description should include:

- The job purpose – why the job exists.
- The school's organisational structure – to show where the role is placed within the school.
- The main duties and responsibilities of the post.
- The individual's responsibility for promoting and safeguarding the welfare of children and young persons he/she is responsible for, or comes into contact with.

**3. Person specification**

The person specification should include:

- The qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people.
- The competences and qualities that the successful candidate should be able to demonstrate.
- Explain how these requirements will be tested and assessed during the selection process.

It is important that no discriminatory requirements are included such as:

- Age limits.
- Physical requirements – these should only be specified where it could be demonstrated that physical strength is required.

**4. Information pack**

The information pack should include, but not necessarily be limited to, a copy of the following.

- The standard application form provided by the Local Authority and explanatory notes about completing the form including specification of any topics that must be covered.
- The job description and person specification.
- Any relevant information about the Local Authority and school and the recruitment process.
- Statements of relevant policies such as those dealing with equal opportunities and the recruitment of ex-offenders.
- The School's Safeguarding and Child Protection Policy Statement.
- A statement of the terms and conditions relating to the post.
- A copy of the reference request that will be sent to previous employers to enable applicants to be alert them to the information requested.