



Conisborough College

RECRUITMENT POLICY

*subject to any relevant changes in legislation or other appropriate guidelines

Date Agreed by Full Governors: _____

Chair of Governors Signature: _____

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RECRUITMENT AND SELECTION POLICY AND PROCEDURES

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POLICY STATEMENT

The Governing Body delegates responsibility to the Headteacher for the recruitment of staff monitored by the Pay and Conditions Committee. It is expected that the Governors will be consulted regarding appointments to the school's Senior and Middle Leadership Team. It is expected that a minimum of two Governors will be involved in the recruitment process for all senior staff and safer recruitment expectations are adhered to.

The Headteacher may delegate the process of the recruitment of support staff, casual and temporary teaching staff but will retain overall responsibility. This policy seeks to ensure that the best candidate is chosen for each job vacancy in order to improve and develop the school.

The school will follow and adhere to the Department for Education (DfE) guidance relating to safeguarding children and safer recruitment in education. Both the school and all staff are responsible for promoting and safeguarding the welfare of children and young people in the school.

This policy applies to the recruitment and selection of all candidates who apply to or are appointed to the school irrespective of whether the contract is offered on a temporary, part-time, fixed term, paid or unpaid, voluntary or permanent basis. The policy applies to both internal and external recruitment. This policy operates in conjunction with relevant legislation, with a number of other school policies including, but not limited to our Equal Opportunities and Grievance policies.

The most appropriate recruitment advertising mediums will be used according to the type of vacancy or post and as considered appropriate by the governing body. All candidates are required to fully complete and sign the school's application form; incomplete forms may be rejected and curriculum vitae are not accepted.

The school is committed to applying its equal opportunities policy at all stages of recruitment and selection; therefore the entire process must be fair, consistent, objective, and free of bias or discrimination. Every individual appointed to a position within the school must be selected on qualifications, skills, abilities and individual merit, as measured against relevant job criteria, subject to the principle of reasonable adjustment for candidates with disabilities. Confidentiality will prevail throughout the entire process.

Any qualifications or requirements applied to a job that have or may have the effect of inhibiting applications from certain groups of the population should only be retained if they can be justified in terms of the job to be done.

Any candidate with a disability will not be excluded unless it is clear that the candidate does not meet the minimum criteria outlined in the person specification. Reasonable adjustments to the recruitment process will be made to avoid any disadvantage faced by disabled people when making an application in response to an advertisement. Where disabled candidates enter a recruitment and selection process, consideration will be made to making such reasonable adjustments to working arrangements or physical features of the workplace/station/premises, so as to accommodate their needs so far as is possible, and avoid any substantial disadvantage compared with non-disabled candidates.

Information on ethnic origin, gender and nationality will be collected in the interests of equal opportunities monitoring and to provide information to the Local Authority when required. This information will not be used in the selection process for anything other than this purpose.

All staff taking part in recruitment and selection should have received appropriate training to include interviewing and equality of opportunity. Candidates will not be asked interview questions which are in any way discriminatory or unnecessarily intrusive. The interview will focus on the needs of the job and skills

needed to perform it effectively. Notes of every recruitment interview should be made and retained by the school for a maximum of 12 months and will be destroyed via confidential waste thereafter.

Psychometric testing may be used as part of the recruitment process for senior leadership posts only with the prior approval of the Headteacher and in conjunction with the HR department. Any test used must have been validated in relation to the job, be free of bias, and be administered and validated by a suitably trained person. Selection tests should be specifically related to job requirements and should measure the person's actual or inherent ability to do work or train for work. Selection tests should be reviewed regularly to ensure they remain relevant and free from bias.

In accordance with DfE rules, two written references will be requested prior to interview, one of which must be provided by the candidate's current or last employer. Exceptions to these rules will apply where mitigating circumstances prevail, e.g. liquidation. References provided directly by the candidate will not be accepted. Where a reference does not support the candidate's application, and an offer of employment has been made, the school reserves the right to withdraw the offer of employment.

All offers of employment will be conditional upon receipt of satisfactory written references, occupational health clearance, and documentary proof of qualifications, eligibility to live and work in the UK, and satisfactory DBS checks together with other pre-employment checks which may be in force from time to time. Teachers and Instructors employed by the school must produce evidence that they are currently registered with the GTCE. Such registration will be checked by the school.

Where any dishonesty or incorrect information provided in connection with a job application is subsequently found, or where the candidate subsequently is charged with an offence which is directly related to the post applied for, the school will not hesitate to terminate employment.

All jobs within the school are exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Therefore the school requires all new and existing staff to disclose all convictions, cautions, warnings and bind overs, whether pending, spent or unspent. Even in these circumstances, the school will not refuse to employ a particular individual unless the nature of the conviction has some relevance to the job for which the individual has applied. The school will therefore consider ex-offenders for employment on their individual merits.

Where a candidate who has a criminal conviction, caution or bindover, is offered employment, the school will require documentary evidence about that person's criminal convictions and will consider its relevance to the position applied for, the date and relevant circumstances of the conviction. This also applies where an existing member of staff obtains a criminal conviction, caution or bindover during his or her employment.

Governors may consider candidates who have been placed on the Children's List, or any similar register, however those who are disqualified from working with children will be prohibited from employment with the school. Candidates who are subject to sanctions imposed by a regulatory body, e.g. GTCE, DfE must inform the school accordingly in writing at the time of their job application. Where such a disclosure is deliberately withheld the school will not hesitate to withdraw the offer of appointment

The school is required to obtain an enhanced DBS disclosure in respect of every candidate who is offered any type of employment as set out in this policy. The school is committed to ensuring that all information provided about an individual's criminal convictions, including any information released in disclosures, is used fairly and stored and handled appropriately and in accordance with the provisions of the Data Protection Act 1998. Data held on file about an individual's criminal convictions will be held only as long as it is required for employment purposes and will not be disclosed to any unauthorised person.

PROCEDURE

2. PURPOSE AND SCOPE

- 2.1 This procedure has been drawn up following consultation and it meets the requirements of relevant legislation. To fulfil our duty to safeguard children, the procedures will be carried out in accordance with the guidelines provided by the DfE.
- 2.2 To achieve this, those who are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants. This procedure applies to the recruitment of all staff except for the roles of Headteacher or Deputy Headteacher where specific regulations and processes apply, or where casual or temporary staff are required. In the latter case, whilst the same principles apply as outlined below, it may be necessary to shorten the process.
- 2.3 This procedure has been adopted by the Governing Body, which gives full delegated authority to any panel set up as part of its processes, except where this applies to the appointment of the Headteacher or Deputy Headteacher. All staff that are responsible for recruitment and selection are required to comply with this policy and procedures and all other associated policies.

3. PRINCIPLES

- 3.1 This procedure will be applied fairly and consistently to all candidates, and must be applied in accordance with the school's equal opportunities policy. Candidates will be treated fairly and compassionately regardless of transgender, gender, racial group religion or belief, age, marital or civil partnership status, disability, sexual orientation, status or number of hours worked.
- 3.2 All involved in this procedure are reminded of the importance of **confidentiality** and must ensure that they comply with the following 8 principles of the Data Protection Act 1998. Information must:
 - Be fairly and lawfully processed;
 - Be processed for limited purposes and not in any manner incompatible with those purposes;
 - Be adequate, relevant and not excessive;
 - Be accurate;
 - Not be kept for longer than is necessary;
 - Be processed in accordance with individuals' rights;
 - Be secure; and
 - Not be transferred to countries without adequate protection.

All relevant information, whether verbal or written, will be treated in strict confidence and only passed on to others where appropriate. Disciplinary action may result from breaches of confidentiality.

- 3.3 Staff who are responsible for recruitment and selection will be suitably trained.
- 3.4 The first experience an individual has with the school should be positive and all those responsible for recruiting should leave a positive image with unsuccessful candidates at all stages of the process.
- 3.5 All job roles are exempt from the Rehabilitation of Offenders Act 1974. See Section 6 for further details.

4. HEADTEACHER AND DEPUTY HEAD RECRUITMENT

- 4.1 These procedures also apply to the recruitment for Headteacher and Deputy Headteacher together with the statutory guidance outlined in Managing Staff employment in Schools 2009 and School Staffing (England) Regulations 2009.
- 4.2 The substantive post of a Headteacher or Deputy Headteacher must be advertised in a manner as the governing body considers appropriate unless it has a good reason not to. The governors should consider which advertising mediums should be used in order to successfully reach the target audience and obtain the best field of candidates possible. At a minimum the post should be advertised nationally. In exceptional circumstances where a decision is taken not to advertise the post, the governing body will have a good reason for making such a decision which should be carefully documented as the governing body will need to be able to demonstrate it has acted reasonably if challenged.
- 4.3 The governing body must appoint a selection panel consisting of at least three of its members, one of which must be the Chair of Governors, excluding the Headteacher (or Deputy Headteacher in the case of a Deputy Headteacher vacancy). It is the responsibility of the selection panel to select the candidates for interview, notify the local authority in writing of the names of shortlisted candidates, interview the candidates selected and where appropriate, recommend one of the candidates interviewed to the governing body for approval. The full governing body must ratify the selection panel's recommendation to appoint a Headteacher or Deputy Headteacher by a majority vote.
- 4.4 When determining the individual school range for Deputy Head and Headteachers pay this must be determined in accordance with the requirements of the STPCD which are in force at the time of the post(s) being available.

5. SAFEGUARDING CHILDREN

- 5.1 The principles and process of safeguarding children applies to all staff at all times. Throughout the recruitment process staff must remain mindful of deterring, rejecting or identifying people who might abuse children or are otherwise unsuitable to work with them.
- 5.2 No interview panel may be convened without at least one member being properly trained in accordance with the expectations of Safer Recruitment guidance approved training programme or LA programme. Staff will receive training from an accredited Trainer, or online training is available at www.ncsl.org.uk. It is recommended that the person who has

been trained in safer recruitment is involved throughout the recruitment and selection process.

5.3 Safer recruitment practices must be employed at every stage of the process and will include:

Ensuring every job description makes reference to the responsibility for safeguarding and promoting the welfare of children;

Including specific reference to suitability to work with children in every person specification

Ensuring that selection is based upon a minimum of a completed application form, shortlisting and a face to face interview which explores a candidate's suitability to work with children whilst simultaneously assessing his/her suitability for the role;

Obtaining and scrutinising comprehensive information from candidates, and pursuing and satisfactorily resolving any discrepancies or anomalies

Being satisfied that the references received provide evidence to support that they are suitable to work with children, and any concerns are explored and allayed;

Verifying the successful candidate's identity, qualifications and relevant achievements, employment history and experience

Obtaining satisfactory DBS clearance for the successful candidate.

6. DISCLOSURE AND BARRING SERVICE CHECKS (DBS)

6.1 It is a criminal offence for an employer to allow a barred person to start work for any length of time in any regulated activity. It is also a criminal offence for an employer to take on a person in a regulated activity if they fail to check that person's status.

6.2 A satisfactory enhanced DBS check must be obtained for all new employees, volunteers [where necessary] and all governors. All disclosures are only valid on the date of issue therefore it is recommended that disclosure checks are undertaken for all employees every 3 years and all new employees even when transferring from within the same or another local authority whether or not there has been a break in service.

6.3 The new employee must complete all relevant sections of the Disclosure application form and produce original documentation to the school. A designated person (s) within the school is responsible for verifying all original documents, taking and signing copies to confirm they have seen the originals. The designated person must complete the sections of the Disclosure form to confirm they have verified the relevant identification. Online guidance to assist candidates and the person checking the disclosure forms at:

<http://www.gov.uk/disclosure-barring-service-check/overview>

6.1 REHABILITATION OF OFFENDERS

6.1.1 The school is committed to equality of opportunity for all job candidates and aims to select people for employment on the basis of their individual skills, abilities, experience, knowledge and, where appropriate, qualifications and training. This includes those people who have criminal convictions.

- 6.1.2 **All** candidates who are offered a job role with the school are required to undergo an **Enhanced** Disclosure. The school will consider ex-offenders for employment on their individual merits and will not automatically refuse to employ a particular individual just because he/she has a previous criminal conviction.
- 6.1.3. All candidates are required to disclose all criminal convictions whether spent or unspent and regardless of its nature. All driving convictions must be disclosed if relevant to the employee's role. Candidates are required to submit all relevant information about any criminal conviction in a sealed envelope with his/her application form. Where such applications are received, the application will be considered for shortlisting in the normal way. If the candidate is selected for interview, the sealed envelope will be opened and advice taken from the HR Provider.
- 6.1.4. Where a candidate who has a criminal conviction is selected for interview, at interview the panel will ask job candidates to provide details of any unspent convictions.
- 6.1.5 If a candidate has a conviction and the nature of the offence is relevant to the job for which he/she has applied, the school will review the individual circumstances of the case and may, at its discretion; decline to select the individual for employment.
- 6.1.6 The school is committed to ensuring that all information provided about an individual's criminal convictions, including any information released in disclosures, is kept confidential. Data held on file about an individual's criminal convictions will be held only as long as it is required for employment purposes and will not be disclosed to any unauthorised person.
- 6.1.7 Where a candidate fails to disclose information relating to any conviction which is subsequently revealed on a DBS disclosure, or where the school is unhappy with the explanation or assurances provided by the candidate, the school will be entitled to withdraw the offer of employment.
- 6.1.8 Where an application is received from a person who is barred from working with children, this is a criminal offence which must be reported to the police.
- 6.1.9 In rare cases, an Enhanced Disclosure check may result in the counter signatory receiving a separate letter from the police disclosing non-conviction information. This information must not be sent to the candidate since to do so would be an offence under the Police Act 1997.

6.2 Assessing the relevance of criminal records

- 6.2.1 When deciding whether the offence is relevant to the post on offer, it may not always be clear enough for the school to decide whether the candidate continues to be suitable for the job. An assessment of the risks should be considered by discussing the offence with the candidate. Such an assessment will include the nature of the offence in relation to the nature of the job, the circumstances which led up to the offence and the length of time since the offence took place. The decision then lies with the Headteacher or Business Manager.

6.2.2 Only the people directly responsible for recruitment should be informed of a candidate's criminal record. Where a successful candidate has a criminal record s/he must be told who in the school has been told about the conviction and the reason why the information has been disclosed. Information relating to offences must be kept securely in lockable filing cabinets, and access to keys restricted to individuals responsible for recruitment and the HR Provider.

6.3 Criminal convictions received whilst in the current employment of Conisborough College

6.3.1 Employees must disclose any criminal offence they have been convicted of and any criminal charges they may face, at any time before or during their employment with the school. Where at any time an employee is convicted of an offence and fails to disclose this to the school, the school's disciplinary procedures will apply.

6.3.2 Where an employee is convicted of an offence as determined in 6.3.1, the employee's continued employment will be considered in relation to the type of offence and the nature of the employee's job. Where the offence does not have any affect upon the type of work carried out by the employee, his or her employment may be able to continue.

6.3.3 Where a custodial sentence is imposed, it may be necessary to consider terminating the employee's employment through the application of the school's disciplinary procedures.

6.3.4 In all circumstances outlined in the section, the advice of the HR Provider must be obtained. Confidentiality is paramount throughout the entire Disclosure procedure.

7. PRE RECRUITMENT PLANNING

7.1 A thorough review of the role should take place to establish whether any changes need to be made. The post should be evaluated against the total staffing structure, school budget, and any changes or developments which may have occurred during the lifetime of the role.

7.2 Consideration should be made as to whether the role should continue in the same format, and whether the role should be re-organised which may include changing hours, or incorporating/removing duties to or from the role. Age profiling should also take place and in such circumstances the relevant statutory regulations will be considered. The type of contract will be reviewed i.e. whether it will continue to be permanent contract or whether the role and circumstances have changed to the extent that a temporary or fixed term contract may be more appropriate. Contracts should be permanent unless there is a good reason for them not to be. In such situations advice should be obtained from the HR Provider.

7.3 Support staff roles should be re-evaluated against the job evaluation criteria in light of the level of responsibility/complexity of the role.

7.4 Consideration should be made in respect of any likely internal candidates who may be suited to the role.

- 7.5 An assessment will be made of any adjustments which may be required under The Equality Act 2010.
- 7.6 Once the role has been evaluated, the Headteacher in conjunction with governors will approve funding the recruitment process including advertising costs, and whether any agency costs may be incurred on either a temporary or permanent basis.
- 7.7 Salaries will be determined in accordance with the relevant school pay policies. The school may wish to seek advice from the LA when determining the grade for the post. Where the school wishes to appoint to a new role that does not have a direct comparator within the LA, the school should consult the LA when determining the job description and person specification. Any pay and grading issues raised by the LA should be considered before the school determines the pay and grade for the role.
- 7.8 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 governor or senior member of staff, and/or meet with pupils and staff.
- 7.9 The Headteacher in conjunction with the School Business Manager is responsible for the recruitment of teaching staff. The School Business Manager is responsible for managing the recruitment process for support staff. Advice will be sought from the HR Provider as necessary. Where there has been high turnover in the post or a new role is created within the school, consideration should be given to extend the panel to include governors and/or a representative from the HR Provider. The post for a senior manager must include a governor.
- 7.10 To ensure consistency, the panel should remain the same throughout the entire recruitment process.
- 7.11 A recruitment timeline should be agreed. Sufficient time should be allowed for each stage of the process which can take a minimum of one month from the date the advert is published to making a job offer. The timescale must include time to receive references for shortlisted candidates prior to interview, and allow for the notice period of the successful candidate which can range from no notice to six months.

8. JOB DESCRIPTION

- 8.1 The job description is an essential tool which must be accurate and used to inform the entire process. Reviewing the job description will determine the knowledge, skills, experience and requisite abilities which must be outlined in the person specification.
- 8.2 It is advisable to gain input from the person currently doing the job as well as the line manager.
- 8.3 The job description must reflect the school's standard format which will make reference to safeguarding of children, suitability to work with children, confidentiality, and data protection obligations.

- 8.4 When compiling the job specification for support staff, the local authority job profiles should be referred to.

9. PERSON SPECIFICATION

- 9.1 The person specification is an essential tool which must be accurate and used to inform the entire process. The person specification is used to describe the ideal person for the job, and will allow both the candidate and the school to identify whether s/he has the knowledge, skills and experience (KSE) to perform the role effectively. Its purpose is to set down the minimum requirements that a candidate must possess before being considered for a vacancy, hence its importance when reflecting these requirements in the job advert. The person specification must be robust in order for effective shortlisting to happen.

- 9.2 When outlining the KSE required, they must be justifiable, realistic and specific. Often loose expressions such as *'flexible'* or *'effective leader'* are used with the expectation that everyone will know exactly what this means. Those writing person specifications must precisely define the typical behaviours which would be seen when observing a good performer, e.g. *'someone who is competent in managing work relationships'*.

Those interviewing and assessing candidates must be able to properly assess and measure the candidates against the person specification throughout the recruitment and selection process. For example, if the person specification states that the candidate *'must be competent in meeting tight deadlines'* specific questions must be asked at interview to measure how the candidate will meet his or her deadlines in challenging circumstances. Alternatively, this can be tested via an in-tray exercise.

- 9.3 Consideration should be given to what background or behaviours someone may display who is not suitable to work with children. The person specification should include the behaviours and competencies required to support the safeguarding agenda.
- 9.4 Those involved in the recruitment process should agree which criterion on the person specification will be used for shortlisting and which will be tested at interview only.
- 9.5 Great care must be taken to ensure that the person specification requirements do not discriminate either directly or indirectly. It must make the distinction between the requirements being essential or desirable.
- 9.6 All person specifications must stipulate that the person employed must be suitable to work with children and receive satisfactory DBS clearance.

10. ADVERTISING

- 10.1 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. All Headteacher and Deputy Headteacher posts should be advertised as the governing body sees as appropriate. (See Section 4).

- 10.2 Occasionally a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the previous interviews, or because a fixed-term appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long term sickness absence. On these occasions, the governor's approval must be sought.
- 10.3 When deciding upon the most appropriate external recruitment medium, considerations should be focussed upon using the most effective recruitment tool to reach the right target audience so as to attract the best field of candidates the first time. External advertising must be cost effective without sacrificing the quality of the advert. The school should consider making use of any advertising mediums provided by the local authority.
- 10.4 Adverts must accurately reflect the key elements of the job description and person specification.
- 10.5 The advert is the first opportunity for the school to engage with its potential employees. Successful adverts will reflect the mnemonic AIDA: **ATTENTION, INTEREST, DESIRE, ACTION**

To be effective, an advert must capture the *attention* of the target audience; hold the reader's *interest* so the whole advert is read. It should arouse the reader's *desire* to apply for the position offered, and stimulate *action* in the form of applications from the target audience.

- 10.6 An effective advert will summarise the key details contained in the job description and person specification, reflect the image and culture of the school, begin to discourage unsuitable candidates and include the following:
- Job title/location/salary
 - Brief description of the job and the school
 - Brief description of the ideal person, and highlighting the minimum essential requirements
 - Any unique features (e.g. hours of work, need for mobility)
 - Benefits and facilities offered
 - Application procedure, contact details, closing date, and where possible, interview date
 - Equal opportunities statement, commitment to safeguarding children statement, requirement for satisfactory DBS clearance and other appropriate checks.
- 10.7 Sufficient information must be provided about the job to target the right people and the person required to ensure that only suitable candidates apply.
- 10.8 Adverts will be non-discriminatory and will not exclude particular minority groups from applying. Age related criteria must not be used in advertisements or person specifications. To avoid indirect age discrimination, adverts will not state the number of years' experience a candidate should have. Where there are genuine occupational requirements (GOR), it is lawful to directly discriminate on grounds of age, disability, race, religion/belief, sex or sexual orientation. Advice must be sought from the HR Provider before advertising the job

where it is believed that there is a GOR. GOR's are always open to challenge. The burden of proof lies with the school which must produce evidence to justify the GOR.

10.9 It is important to consider holiday periods including religious holidays when deciding the date upon which the advert will ideally appear so as to have the best chance of reaching the target audience.

10.10 Adverts should be placed via the school's nominated recruitment advertising agency which provides the school with discounted rates on all publications used.

11. INFORMATION

11.1 Relevant information should be ready to send out to candidates from the dates on which the advert appears and available to download from the school's recruitment section on the website. It is sensible to avoid an advert appearing on the Friday before a holiday period. The following information should be available to candidates:

- Application form and advisory notes for completion of the form
- Covering letter providing key details of the recruitment process, closing date and proposed interview date(s)
- Child protection policy statement, safeguarding statement, and equal opportunities policy
- Job description and person specification
- Further information which may include the school's development /improvement plan, recent Ofsted report etc.

12. APPLICATIONS

12.1 All applications for jobs must be made on the school's application form. CVs will not be accepted because they do not provide all of the key information that the school requires, rather they provide the information the candidate wishes to disclose to the school.

12.2 Where a CV is received, the candidate must be requested to complete an application form, and only upon receipt of a properly completed application form will the candidate be considered for the vacancy.

12.3 Any incomplete applications may be rejected.

12.4 All applications must be checked to establish whether any candidate has made any declarations which includes any criminal convictions, or sanctions imposed by a regulatory body. In such cases, this must be referred to the HR Provider for advice.

12.5 Upon receipt of the application forms, the nominated person responsible for opening the applications must remove the ethnic monitoring form, and personal details before the application forms are considered by the panel. It is optional for candidates to complete and return the monitoring form.

- 12.6 All applications will be logged, and all declared disabilities recorded.
- 12.7 Any candidates with a disability will not be excluded unless it is clear that the candidate does not meet the minimum criteria outlined in the employee specification. Reasonable adjustments to the recruitment process will be made to ensure that no candidate is disadvantaged because of his/her disability.

13. REFERENCES

- 13.1 The purpose of references is to obtain objective and factual information to support appointment decisions.
- 13.2 Two written references will be obtained ideally prior to the interviews in respect of all shortlisted candidates (including internal candidates), and directly from the referees. References or testimonials provided directly by the candidate will be disregarded since there have been instances of candidates forging references.
- 13.3 In accordance with DfE safeguarding rules, one reference will be requested from the candidate's current or last employer, except in mitigating circumstances. For example, where the shortlisted candidate has had an extended career break and the last employer has ceased trading.
- 13.4 Where a candidate's work does not currently involve working with children, but s/he has worked with children in the past, an additional reference should be obtained from the employer where s/he most recently worked with children.
- 13.5 The standard reference form must be amended to reflect the key requisites in the job description and person specification. This will help the school to obtain the previous employer's view of the candidates' ability to perform the specific role being offered and suitability to work with children
- 13.6 All requests for references should seek objective verifiable information and not subjective opinion. The School's model reference letter and reference form should be used. A copy of the job description and person specification for the post for which the person is applying should be included with all requests, and every request must ask:
- about the referee's relationship with the candidate, e.g. did they have a working relationship: if so what;
 - how long has the referee known the candidate, and in what capacity;
 - whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, for specific comments about the candidate's suitability for the post, and how s/he has demonstrated that s/he meets the person specification;
 - whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and the reasons why the referee believes the person might be unsuitable.

- 13.7 In addition to the above, requests addressed to a candidate's current employer, or a previous, employer in work with children, must also seek:
- confirmation of details of the candidate's current post;
 - specific verifiable comments about the candidate's performance history and conduct;
 - details of any disciplinary procedures the candidate has been subject to in which the disciplinary sanction is current;
 - details of any disciplinary procedures the candidate has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised about the candidate that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.
- 13.8 The referee should be reminded that they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission, and relevant factual content of the reference may be discussed with the candidate.
- 13.9 References received should be scrutinised prior to interview. Any concerns must be explored with the referee and if necessary, explored with the candidate at interview. Where concerns remain, advice must be sought from the HR Provider.
- 13.10 References must be compared against the information provided on the application form to ensure the information is consistent. Particular attention should be made to checking dates, gaps in employment etc. Where there are discrepancies, these must be explored and properly accounted for. Where discrepancies remain unresolved, advice must be obtained from the HR Provider.
- 13.11 References which are headed 'TO WHOM THIS MAY CONCERN' might be the result of a "compromise agreement" and are unlikely to include any adverse comments. These should be referred to the HR Provider, and advice sought. Similarly, where a candidate is applying for a position and has previously worked in a school and has not named the Headteacher as his/her referee, this must be explored.
- 13.12 When reading references, particular attention must be paid to what has been written. On occasions the true meaning of what is written can be 'hidden' in the text. For example, to describe a job candidate who is not worth further consideration: *'I would urge you to waste no time in making this candidate an offer of employment.'*
- 13.13 Where a reference is received after an offer of employment has been made which does not support the candidate's appointment, advice must be obtained from the HR Provider.

14. SHORTLISTING

- 14.1 The panel must consist of three members with one having lead responsibility in managing the process [Chair of the Panel]. The elected panel will have the necessary authority to make decisions about appointment, except where the appointment is that of the post of Deputy Head or Headteacher. (See Section 4).
- 14.2 The panel should adopt an objective and consistent approach towards shortlisting in order to establish whether, on paper, the candidate has the type of work-related background that is suitable for the job, thus minimising the risk of unlawful discrimination.
- 14.3 Panel members should meet to shortlist and use the standard shortlisting form. Each point should be considered separately and rated on a simple scale. The panel members should assess whether evidence has been provided or not, or whether the evidence is uncertain from the application form. The panel should decide individually and then as a group, reach a consensus on the evidence provided by each candidate in order to determine which, (if any) should be invited to interview. There should be a very good reason for shortlisting any candidates who do not meet the essential requirements and reason recorded.
- 14.4 Candidates who fail to meet any of the selection criteria should not be shortlisted. Clear records of the reasons for the rejection of job candidates at the shortlisting stage must be retained for 12 months and destroyed via confidential waste thereafter. Care must be taken when writing comments about candidates as they have the right to request to see all documentation relating to their application. These can lead to complaints to an Employment Tribunal.
- 14.5 Where a candidate is known personally to a panel member, this must be disclosed, and if necessary, the selection panel may be changed to avoid any conflict of interest or bias. No personal information should be considered such as the candidate's name, sex, marital or civil partnership status, sexual orientation, nationality, religion or age when shortlisting.
- 14.6 The candidates' relevant qualifications, training, work experience, level of knowledge and skills must be assessed against the person specification to determine whether they should be shortlisted. Shortlisting need not be against all the criteria outlined on the person specification since some are better tested at interview or during specific tests such as the use of Excel spread sheets for example.
- 14.7 The panel must avoid making generalised assumptions about candidates and their suitability for a particular type of work.
- 14.8 The panel must take care not to draw adverse inferences from the presentation of an application form if the ability to produce fluent written communication does not form part of the job.
- 14.9 Any disabled candidates will be shortlisted for interview unless there are factors that make it certain that the person is unsuitable for the job.
- 14.10 Candidates will be invited to interview by using the school's standard letter. Candidates will understand that their identity and credentials will be checked, a DBS disclosure will be necessary, and they must bring to interview evidence of their eligibility to work in the UK.

Candidates should also be asked to bring original or certified copies of their relevant educational and/or professional documents to interview. In all circumstances prior to appointment, the school must be satisfied that it has properly ascertained that the candidate has the right to work in the UK, has provided proper evidence of qualifications relied upon in relation to the post for which they have applied, and identity checks have been completed. Where the candidates cannot bring originals or copies, written confirmation of his/her relevant qualifications must be obtained from the awarding body. Candidates will be forewarned of any tests they will be expected to complete, and advised to bring glasses with them if necessary.

- 14.11 Where appropriate, the panel will decide what selection testing is necessary. Any testing must be relevant proportionate to the role, and fair in all the circumstances.
- 14.12 The panel should agree who will draft the interview questions, and set a deadline for their completion and circulation to the panel. Time will be set aside to determine what the panel considers to be 'ideal responses' by listing the key points they would want the candidate to include in their answer. Panel members should have a shared understanding of the KSE of the 'ideal candidate' to provide a benchmark against which to compare s at interview.
- 14.13 An interview schedule should be drafted which will provide clear timescales and indicate who is responsible for what. Consideration should also be given to the format and location of the interviews/tests, refreshments and who will be responsible for escorting candidates between rooms and conducting a tour of the school. Name badges should be provided for all candidates.

15. INTERVIEWS

- 15.1 The purpose of interview is to assess the merits of each candidate and the job requirements and explore their suitability to work with children.
- 15.2 The interview room should be light and airy, laid out informally so as to put the candidate at ease. Water should be provided.
- 15.3 Panel members who conduct recruitment interviews must be suitably trained in interview techniques, including interview questions, safeguarding children, and the avoidance of discrimination. At least one member of the panel must have successfully completed accredited NCSL training or LA safer recruitment training.
- 15.4 Panel members will have agreed prior to interview who will explore any relevant issues with each candidate, and who will ask relevant questions.
- 15.5 Interviews should be clearly structured and a two way process of communication. The person leading the interview should introduce himself/herself and the panel members, and outline how the interview will be conducted including:
 - How long the interview will last
 - Where appropriate, that the panel will explore any gaps in employment or discrepancies

- That the candidate will be asked to declare anything in light of the requirement for a DBS check
 - That the panel will ask for evidence of identification, and sight of original qualification certificates
 - That individual panel members will ask a number of questions relating to the job description and person specification, which will include questions relating to safeguarding and promoting welfare of children
 - That notes of the interview will be taken to record the candidates answers
 - How and when the panel will make its decision, and when that decision will be conveyed
 - Confirmation of where and how the candidate can be contacted
 - That the candidate will be offered the opportunity to ask questions at the end of the interview
- 15.6 It is essential that panel members take concise notes as candidate's answer questions by noting key words or phrases which reflect their answers. Subjective notes should not be written as they would leave the school vulnerable to a legal challenge. Notes should relate to the person specification and are needed to determine scores and to refer to if there is discussion over an individual's answer to a question. Notes can also be used for giving feedback and can be important if a legal challenge is made by any candidate.
- 15.7 Panel members will focus during interviewing on the requirements of the job and the extent to which the candidate's background matches these, together with the candidates' attitude towards young people and children rather than on personal opinions and impressions of the candidate.
- 15.8 Questions asked at interview must obtain relevant information, check facts, test achievement and assess aptitude and potential. Interview questions must seek information about the candidate's ability to perform the job, and not about his or her personal life or family arrangements. Open questions should be asked which invite a longer clearer response. Avoid closed questions. Past performance is the best predictor of future performance, and interviewers should focus upon what candidates have actually done rather than what they may offer as theory. Attention must be paid to spot those who talk around the answer rather than directly answering the question, and in such situations, the candidate should be encouraged to provide a clear direct answer.
- 15.9 Specific questions must be asked to test the candidate's in relation to safeguarding and promoting the welfare of children. The panel must be satisfied of the candidates' motivation to work with children and young people, their ability to form and maintain appropriate relationships and personal boundaries with children and young people. The panel will also consider the candidates' emotional resilience in working with challenging behaviours and, attitudes to use of authority and maintaining discipline.
- 15.10 Candidates must not be asked questions about marital status or marriage plans, childcare arrangements, domestic arrangements or their partner's occupation as such questions can be viewed as discriminatory. Panel members should not be afraid to ask direct and probing questions, but must ensure that they cannot be interpreted as unlawful discrimination. Where a candidate requires a number of probing questions in order to extract the answer,

this should be recorded in the notes as this may be seen as a weakness by the panel and affect their scoring.

- 15.11 A disabled candidate should be asked directly what, if any, adjustments s/he requires for the interview. The school will vary the arrangements for the interview if this is directly related to the candidate's disability. Panel members should not be afraid to ask questions at the interview about a disabled candidate's abilities in order to establish whether the candidate is capable of performing the job, and whether any adjustments to working practices or premises would be necessary to support him or her, if recruited.
- 15.12 Psychometric testing may be used for senior leadership posts only and will require approval from the Headteacher. Where psychometric testing is used as part of the recruitment process, any test used must have been validated in relation to the job, be free of sexual or racial bias, and be administered and validated by a suitably trained person.

16. SELECTION

- 16.1 At the conclusion of all interviews, the panel should compare the candidates to the person specification and evaluate test results to identify which candidate (s) is the closest fit. The person who most closely matches the 'ideal person' described in the person specification should be offered the position.
- 16.2 The panel should be aware of those candidates who are overqualified or under qualified for the role, since neither of those candidates would be suitable for the position on offer. The aim is match the right person to the job.
- 16.3 Where two or more candidates are equal in matching the criteria for the role, the panel should review their assessment and comparisons. It is not appropriate to rely upon the reference to determine the outcome since the decision to appoint would then rest on the ability of the referee to write a fair and factual reference. Unsuccessful candidates could also challenge the decision. Where it is not possible to draw a distinction between the candidates, they should be called back for a further exercise or short interview to determine who should be offered the role.
- 16.4 Where there is a clear second choice candidate, s/he can be designated as the reserve candidate and can be appointed if the successful candidate decides to reject the offer of appointment. It is advisable to make it clear to the second choice candidate that selection was very difficult given the quality of both candidates so that if s/he is subsequently offered the role, s/he will be more likely to accept without feeling inferior.
- 16.5 The panel must record the reasons for rejection. This is also important in respect of providing feedback and the candidates' right to access information.
- 16.6 Unsuccessful candidates should be notified of the panel's decision as soon as possible and thanked for their application, time and interest in the school. Some feedback should be offered, the detail of which should be agreed by the panel before the feedback takes place. Care should be taken not to make any discriminatory remarks. Any feedback should only relate to the person specification and job description, remaining tactful to ensure feelings

are not hurt. The feedback should aim to help the candidate in future interviews, not to damage confidence.

- 16.7 Records of the recruitment and selection process should be retained for a maximum of 1 year.

17. OFFERING POSTS

- 17.1 Once the successful candidate has been determined, the Chair of the Panel should telephone him/her as soon as possible. The Chair should firstly check that the candidate is still interested in the role. The offer of employment must be made subject to pre-employment checks which will include and be conditional upon:

- two satisfactory references, one of whom must be from the current or last employer (if not already received)
- satisfactory DBS clearance (see Section 6)
- verification of the candidate's:
 - identity, qualifications, professional status and registration with relevant bodies e.g. GTCE, where applicable, QTS status unless properly exempted, entitlement to live and work in the UK,
- satisfactory medical fitness to perform the role offered
- satisfactory completion of statutory Induction period,
- written evidence of satisfactory completion of relevant assessments, (Newly Qualified Teachers only). This must be checked prior to the candidate's commencement.
- a requirement to satisfactorily complete the probationary period (support staff only).

- 17.2 The conditional contract of employment (written terms and conditions of employment) should normally be sent to the successful candidate within 5 school working days of the offer of appointment by the PA/Office Manager or HR Manager. The letter of offer will confirm the offer is subject to pre-employment checks as outlined in 13.1. Where the contract deviates from the standard document, the contract must be passed to the HR Provider for review and advice.

- 17.3 The appropriate policies and employment documents must be sent with the contract as outlined in the letter of offer and should include the disciplinary, grievance, attendance at work, child protection, and health and safety policies.

- 17.3 The person responsible for the administration of the new employee must complete and follow the induction and recruitment checklists.

- 17.5 Individuals with criminal convictions must provide documentary evidence of convictions (See Section 6).

- 17.6 Individuals disqualified from working with children will be prohibited from employment with the school.
- 17.7 Offers will be withdrawn or employment terminated if any discrepancy or dishonesty is discovered, for example, a candidate has failed to inform the school of any sanctions imposed by a regulatory body such as the GTCE or DfE.
- 17.8 The HR Provider will follow relevant DBS guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the Disclosure conviction information supplied is different from the information supplied by the candidate on their original job application, the candidate must be asked to explain this. (It can be the case that a candidate may have forgotten or incorrectly remembered information on convictions they have because they occurred a long time ago or the candidate was young when the offences occurred). If a judgement is reached that the candidate deliberately falsified the information supplied on the job application this can be taken into account when considering whether the job offer will be withdrawn. It is normal policy that any deliberate falsification of an application, in any respect, will debar a candidate from appointment.
- 17.9 All pre-employment checks must be confirmed in writing; documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); recorded on the school's central record database; and, followed up where they are unsatisfactory or there are discrepancies in the information provided.
- 17.10 Where the DBS Disclosure shows s/he has been disqualified from working with children by a Court, or, an candidate has provided false information in, or in support of, his/her application; or there are serious concerns about an candidate's suitability to work with children, the HR Provider should be contacted for advice. The HR Provider should report the facts to the police.

18. TEMPORARY AND SUPPLY WORKERS

- 18.1 Temporary and supply staff will be recruited to maintain consistent provision of education and to support the principles of Workforce Reform or 'Rarely Cover' where appropriate.
- 18.2 Agencies will be used in most cases to either cover absences known in advance, or absences of 3 days or more where the work cannot be covered from within the department or the school.
- 18.3 Prior to making any arrangements, authorisation to do so must be sought from the School Business Manager or the Headteacher together with authorisation for any agency rates which will apply. In all cases, the terms of business must be obtained and scrutinised by the SBM prior to accepting a contract of engagement with the agency, or accepting the services of a temporary worker. The school will only use suitable reputable supply agencies and where appropriate, preferably those agencies which have been awarded the DfE Quality Mark.

- 18.4 The terms of business must stipulate whether the temporary worker will be employed by the agency or the school. To be certain that the agency is responsible for the employment of the worker, the school must ensure that:
- all aspects relating to the temporary worker's poor work performance or misconduct will be passed to the agency for appropriate action;
 - all disciplinary and grievance issues will be dealt with by the agency not the school; The agency is responsible for paying the worker and agreeing any pay increases;
 - the school can request an alternative worker from the agency at any time and cannot insist on the supply of a particular worker (although, where possible, agency staff that are known to the school will be engaged to promote continuity and maintain good working relationships); and
 - the worker has to make any annual leave arrangements and report sickness through the agency.
- 18.5 The SBM must establish and understand:
- the fee payable for the engagement of the temporary worker (including VAT);
 - the employment status of the temporary worker;
 - the notice provisions from either party for termination of the terms of business;
 - where applicable, the fee payable on transfer from temporary to permanent employment, or any extended 'hire' period on temporary to permanent employment, and;
 - the terms of repayment of any fees if the agreement is terminated.
- 18.6 In the first instance, subject specific staff will be sought, particularly where long term cover is necessary.
- 18.7 Where absence is known in advance, supply teachers will be booked and the absent teacher will set work.
- 18.8 For unplanned absences, cover staff will be assigned wherever possible to ensure that established staff cover rarely, except where otherwise agreed.
- 18.9 Thorough checks will be made on anybody who will be working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession. Prior to the date of the worker's commencement date, the school must be satisfied that the agency has carried out the necessary pre-employment checks. The agency has a responsibility to obtain confirmation of the identity of the temporary worker, and that s/he has the relevant experience, qualifications and training, the school considers necessary to carry out the role.
- 18.10 In addition to any reference provided by an agency, the school should obtain at least one reference which ideally should be from the candidate's manager at his/her last known employer.

- 18.11 Where a teacher is directly employed following a period of agency working it is essential that the school carries out all of the checks normally conducted on a new employee.
- 18.12 Supply staff directly employed by the school, will be subject to the same pre-employment checks which are completed in respect of all other employed staff. The school must obtain a copy of the original DBS Disclosure in all cases.
- 18.13 Where the DBS disclosure has been received by the agency at the time of the individual's start date, and any information has been disclosed on the DBS disclosure form, this must be provided to the school prior to the individual beginning work. The school must consider the information as per Section 6 of this policy. Where the DBS disclosure has not been received by the agency at the time of the individual's commencement date, the school must ensure that it is notified of the content of the Disclosure as soon as it is received and a copy sent to the school within 24 hours of the Agency's receiving the Disclosure. In such circumstances, the individual must be accompanied at all times by an employee who has DBS clearance.
- 18.14 Where an individual is provided by an agency the school must verify the identity of the individual to ensure the person who arrives is the person who has been referred by the Agency. Proof of identity will include photographic evidence and the correct birth certificate, driving licence or passport combined with evidence of the person's address.
- 18.15 Agency staff will be welcomed by a member of the admin team upon their arrival and meet by the person responsible for their line management. Where applicable, the person will receive his/her timetable and be introduced to their team, and on briefing mornings, to all staff wherever possible.
- 18.16 The line manager is responsible for ensuring that the supply worker is appropriately supported throughout their engagement with the school.
- 18.17 The performance of all temporary workers' performance will be monitored and evaluated. If the performance is satisfactory, where appropriate, the worker will be re-engaged. In respect of supply teachers or cover workers, monitoring will include the application of the curriculum, and the continuity and quality of the work set.
- 18.18 Prior to changing the status of the temporary worker's employment, a thorough investigation of the worker's performance will take place which will include obtaining the advice of teachers who have worked alongside the worker.
- 18.19 Calculations for pay for teachers who are appointed on a day to day or other short term basis will be made in accordance with the guidance outlined in the School Teachers Pay and Conditions Document. The full working year consists of 195 days including INSET days, and will be prorated where a teacher works for less than one day.
- 18.20 Costs of temporary cover will be monitored by the Finance department and excessive usage will be monitored.

18.21 Managers must be aware that some employment rights apply to temporary workers regardless of their employment status. These include rights to paid annual leave, rest breaks, protection against less favourable treatment in respect of working on a part time basis, discrimination or suffering detriment in relation to their statutory rights.

19. RECRUITMENT AGENCIES - PERMANENT STAFF

19.1 Recruitment agencies may be used to recruit permanent staff where the school has been unsuccessful in appointing a suitable candidate, or where 'hard to fill' posts exist. When selecting an agency, the manager should check the suitability and quality of the agency, and consider whether a specialist agency is appropriate given the nature of the vacancy on offer.

19.2 The school must first establish whether the services provided are provided by an 'employment agency' (which introduces workers to hiring employers for direct employment by the latter, i.e., acts as a head-hunter), or an 'employment business,' (the agency engages or employs workers itself and supplies them on a temporary basis to the hiring employer). Advice may be obtained from the HR Provider in respect of the employment relationship between the temporary worker, the agency and the school.

19.3 Prior to agreeing to use the services of an agency, the school must first establish *in writing* the terms and conditions that will apply. (These are known as terms of business). This will include that outlined in 19.2, and any fees which will become payable by the school, how they will be calculated, and the terms relating to any refunds or rebates. If no refunds or rebates are payable the school must obtain a written statement to that effect in advance of using the agency's services.

19.4 The SBM must establish and understand:

- the fee payable for the engagement of the (including VAT);
- the notice provisions from either party for termination of the terms of business;
- where applicable, the transfer fee on temporary to permanent employment, or any extended 'hire' period on temporary to permanent employment, and;
- the terms of repayment of any fees if the permanent employment is terminated.

19.5 Where both the school and the agency agree a change to the terms of business, the school must obtain a written statement of the newly agreed terms which states the date on which the agreement has been made and becomes effective.

19.6 In most cases, agency fees are limited to 15% of the annual salary of the job advertised. Any fees upwards of 15% must be approved from the Headteacher prior to entering any agreement with the agency.

19.7 Where a worker is employed on a temporary basis and subsequently transfers to a permanent contract of employment with the school, the date upon which continuous employment begins will be the first day of permanent employment with the school.

20. VOLUNTARY WORKERS

- 20.1 Volunteers are also seen by children as safe and trustworthy adults. When the school is actively seeking governors and other 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. A person wishing to become a volunteer must complete an application form.
- 20.2 Where the school approaches a parent who is well known to the school to take on a particular role, a streamlined procedure can be adopted - seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the person's aptitude and suitability, and undertaking a DBS Enhanced Disclosure and other appropriate checks.
- 20.3 In other circumstances, e.g. where a volunteer's role will be 'one - off' e.g. 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 never left alone and unsupervised in charge of children, therefore a risk assessment would be required. 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 information must be held on single central register.
- 20.4 A volunteer is a person who gives freely of his/her time, skills and experience. S/he is not an employee and will not have a contract of employment with the school or receive any pay. However, the volunteer is free to refuse to fulfil the role and the school is not bound to provide the work. It is also expected that both the school and the volunteer will give as much notice as possible if unable to meet these expectations.
- 20.5 Any training that is required before the volunteering work is undertaken will be provided including health and safety. Volunteers will not be used as substitutes for employees.
- 20.6 The volunteer will be invited to enter into a volunteering agreement with the school. This agreement will identify:
- the volunteer's role;
 - the training that the volunteer is expected to undertake;
 - any expenses that may be paid to the volunteer;
 - the insurance cover that will be provided for the volunteer;
 - who will supervise the volunteer;
 - expectations and confidentiality; and
 - the notice that will be given to a volunteer if his/her role is to come to an end.
- 20.7 The school has a responsibility for the health and safety of volunteers. Volunteers should at all times follow the school's health and safety policies and procedures. Volunteers have a duty to take care of themselves and others who might be affected by their actions. Volunteers should not act outside their authorised area or work. Volunteers should report all accidents to their supervisor.

- 20.8 Volunteers are expected to comply with all the school's policies while they are on its premises or undertaking any of their volunteering duties. Their induction will include an explanation of these policies and procedures and will include child protection and safeguarding training.
- 20.9 The school will ensure that volunteers are covered for insurance purposes in respect of personal injury. The school will also ensure that volunteers are provided with professional and public liability insurance. The insurance will not cover unauthorised actions or actions outside the volunteering agreement.

21. INDUCTION

- 21.1 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. The purpose of induction is to:
- provide training and information about the establishment's policies and procedures including health and safety;
 - 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 school;
 - provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
 - enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.
- 21.2 The content and nature of the induction process will vary according to the role and previous experience of the new employee, governor or other volunteer. In relation to safeguarding and promoting the welfare of children and young people, 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;
 - safe 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; and, other relevant personnel procedures including; disciplinary, capability, attendance at work and probationary periods.
- 21.3 The programme should also include attendance at child protection training appropriate to the person's role.

22. MAINTAINING A SAFER CULTURE

22.1 The need for continued awareness of safeguarding issues has been reinforced throughout this document. It is important that all staff in an establishment have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Also that staff, pupils, and parents feel confident that they can raise issues or concerns about the safety or welfare of children and young people, and that they will be listened to and taken seriously. That can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all;
- appropriate induction and training;
- regular briefing and discussion of relevant issues; and,
- including relevant material from the framework for Personal Social and Health Education in the curriculum.