



OSSETT ACADEMY

CREATING OPPORTUNITIES. ACHIEVING EXCELLENCE.

SAFER RECRUITMENT POLICY

Recommended by: Date:	Resources Committee October 2017
Approved by: Date:	Resources Committee October 2017
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CONTEXT

The Academy works to the principle of equal opportunity and safer recruitment with regard to recruitment procedures and to involve senior and middle leaders as well as Governors in the process.

The recruitment of staff will be largely curriculum driven.

POLICY AIMS

- To ensure that the Academy is staffed appropriate to current demand.
- To recruit staff of a high calibre with the qualifications and skills to assist with the delivery of the Academy Strategic Plan and provide outstanding education.
- To ensure that challenging suitability to work with young people is central to this procedure, contributing to the safeguarding of students.
- To ensure that the Governors' legal responsibilities in respect to employment law and equal opportunities are fulfilled.
- The Academy is committed to the fair treatment of potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for, age, physical/mental disability or offending background.

TEACHER RESPONSIBLE: Principal, supported by Human Resources

Relevant Legislation

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in the Department for Education statutory guidance Keeping Children Safe in Education (2016). Safer Recruitment is one strand of safeguarding and promoting the welfare of children.

Academy leaders and Governors must share a commitment to safeguard and promote children's welfare. Academy leaders and Governors should:

- Have senior leaders that are committed to student's well-being and safety.
- Be clear about responsibilities to safeguard, promote children and young people's welfare and keep safeguarding on everyone's agenda.
- Have effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people.
- Have agreed procedures in place for dealing with allegations of abuse against members of staff and volunteers and ensure all colleagues are aware of these procedures.
- Make sure all colleagues receive relevant training on safeguarding issues and to remind them of their responsibilities.
- Have current procedures on safeguarding and promoting the welfare of young people.

Features of Safer Recruitment

- An open culture and belief that it could happen here.
- Clear procedures for reporting concerns about the behaviour of staff and volunteers towards children.
- Support for students and adults who do raise concerns and commitment to take action on any concerns raised.
- A Staff Code of Conduct that makes clear what is acceptable and unacceptable behaviour.
- Clear policies and procedures that are not just documents but are used, with leaders responsible for communicating them and staff being made accountable for following them.
- Safer Recruitment Training for selection panels (updated every three years). At least one selection panel member must be appropriately trained in line with DfE safeguarding guidance.
- Robust induction processes and use of probationary periods.
- A commitment from all staff, visitors and volunteers to safeguard and protect students and to maintain an ongoing culture of vigilance.

SAFER RECRUITMENT & SELECTION PROCESS:

The recruitment and selection procedure should adhere to the following guidelines:

Stage 1: Define the role and criteria

1. The requirement for a new post will be ascertained by the identification of curriculum or leadership need. The Resources Committee of the Governing Body will approve all new posts or the Principal using powers delegated by the Governing Body.
2. Where vacancies arise through staff turnover, the Principal must approve recruitment for the replacement and ensure it is within budgetary constraints.
3. All job specifications must include skills, abilities, experience and statements about safeguarding responsibilities of the post.
4. Job specifications must be reviewed and updated if necessary before advertising for a replacement.

Stage 2: The selection process

A selection panel will always include at least one member who has undertaken safer recruitment training and involve two people as a minimum as follows:

- The Principal (or Associate Principal, Vice Principal or an Assistant Principal when there are a large number of appointments to be made).
- Another member of the Senior Leadership Team (SLT).
- The relevant Curriculum Team Leader or alternative line manager.
- One Governor in addition to the Principal dependent on the level of post being recruited to and the availability of Governors. A parallel system will apply to support staff interviews.
- The academy will seek to ensure a gender balance, where possible.

The panel must liaise with the HR Department regarding the following at the earliest convenience:

- The approximate time line for the recruitment process, which will include the closing date, the short listing meeting and the selection date. The member of staff responsible for organising cover must be informed as soon as possible of these dates.
- The most appropriate advertising medium (i.e. internal/and/or external)
- The contents of the Recruitment Brochure if different from the standard pack.
- The selection process - this will include a formal face to face interview as a minimum. Other selection tools to be considered are a student council interview, in-tray exercise, written exercise, lesson observation, presentation, group exercise. Selection tools should allow the panel to assess candidate's interactions with other staff and students.
- The short listing criteria must be based on the criteria (Qualifications, Skills, Experience, Knowledge etc.) on the job specification including safeguarding criteria The HR Department will produce a short listing assessment form.
- Interview questions should be drawn up using the person specification. Relevant personnel outside of recruitment panel may be consulted with regard to interview questions. The same questions will be asked to each applicant and must not discriminate directly or indirectly on grounds of race, sex, marital status, ethnic origin, age or disability, religion or belief.
- Every interview must ask candidates relevant questions regarding their understanding of safeguarding students, attitudes towards students and motives for working in a school.
- Questions should be based on experience rather than be based on hypothetical situations as they are more likely to highlight possible safeguarding concerns.
- For classroom based vacancies the selection process will involve a briefing by the Principal/ member of the SLT, a short lesson with a group of (usually KS3) students observed by a subject specialist, CTL or SLT member or senior colleague.
- Each interview must end with a question that asks candidates to confirm if they have anything further to disclose that they have not already done so through the selection process or RO2 form.

Stage 3: Advertising

1. The size/scope of the advert will depend on the nature of the post and potential levels of difficulty with recruitment.
2. The advert and recruitment brochure will be drafted by the HR Department in consultation with the appropriate member of staff
3. All recruitment brochures will endeavour to bring vacancies to the notice of a suitable pool of qualified candidates to fill the post and will be easily accessible irrespective of race, sex, marital status, ethnic origin, age, disability, sexual orientation, religion or belief.
4. All recruitment brochures will include a clear statement regarding the Academy's commitment to safeguarding students and the need for an enhanced Disclosure and Barring Service (DBS) Certificate.
5. All recruitment brochures will include an advert, a job description, person specification, self-disclosure form, information about the Academy, information about the subject team/ area and details referring to the academy safeguarding policy.

6. The closing date for receipt of applications will be specified in the advert along with the indicative interview date(s).

Stage 4: Application process

1. The Academy will accept only fully completed application forms. CV's are not accepted as a means of application.
2. A completed application form ensures a common set of core data is gathered from all applicants including their work history in order to shortlist a person for interview. It also acts as an applicants' signed and dated declaration of the qualifications, skills and experience that they possess.

Stage 5: Short listing

1. The HR Department must provide the panel with the relevant parts of each application form and a short listing form. The panel must not see any personal information (name, gender, ethnic origin) at this point.
2. Short listing is undertaken by the most senior member of the panel and at least one other panel member. Results of the short list must be recorded on a short listing form signed by each panel member and these should be return to the HR Department.
3. For all short listed candidates, any gaps or inconsistencies must be recorded in order that they are explored further with candidates at interview as supplementary questions.
4. The HR Department will plan and prepare an interview schedule for the selection day(s) in liaison with the recruiting manager, and this will be provided to all parties involved in advance. This will include candidate names.
5. HR will make arrangements for room bookings, student council interviews, refreshments, staff cover requirements and setting up resources required for the selection day(s).

Stage 6: Requesting and scrutinising references

1. The HR Department will request two references for each short listed candidate prior to interview and send the referee the appropriate reference proforma.
2. Every effort will be made to obtain references before interview.
3. It is noted that prospective employees in Education do not have the right to stipulate how or when a prospective employer can make relevant enquiries about their background or character.
4. References from employers must be sent to and from their business address/ email, not a home address/ email.
5. At least one reference must be from the current or most recent employer.
6. Where a candidate nominates 2 referees from the same educational / workplace establishment, a second referee from a different employer must be sought. Where this is not possible, a second reference can be a character reference (see point 7 below).
7. If a candidate does not have a previous or current employer, references must be sought from a current or previous educational establishment or organisation where they have undertaken unpaid voluntary work. Where this is not possible, 2 character references must be sought from non-family members who have known the individual for more than 3 years.
8. Where a candidate has previously worked with children but has not listed this as a

- reference, the Academy must obtain a reference if they are offered the role.
9. If a reference is sent by e-mail, the referee must post a signed copy.
 10. The Equality Act 2010 prohibits employers from asking referees to comment on an applicant's health, attendance or disability. However once a provisional offer of employment is made, the Academy can request data on the successful candidate's sickness record.
 11. If there are concerns with references, they must be investigated further. If references are discussed over the phone, notes of the conversation must be made and the referee must be asked to confirm the discussion in writing.
 12. References will be provided to the panel on the day of the selection process. The panel has the responsibility for comparing the information on references with the application form to ensure there are no inconsistencies.
 13. Where inconsistencies are found, these must be explored at interview.
 14. If a reference includes information about past disciplinary action or allegations, individual circumstances will be taken into consideration.
 15. Note that the Academy has a policy on the recruitment of re-offenders. The Academy must treat candidates who have a criminal record fairly and not discriminate because of a conviction or other information revealed UNLESS an individual is on the barred list, barring them from undertaking regulated activity or if it believes after due consideration and due process, that it would be a risk to employ someone based on a previous caution/ conviction. Please refer to the DBS Policy for further information.
 16. In order to be able to accurately comment on the applicant's skills and attributes in relation to the post for which they have applied a job description will be provided to all referees.
 17. The HR department will also seek to confirm from a candidate's most recent school (where this applies) their continuous service date and latest salary/grade.

Stage 7: Prohibition Checks

1. When recruiting to a teaching vacancy, the HR Department will verify records for all short listed candidates on the Department for Education employer portal.
2. This service allows the Academy to verify that a candidate holds a valid teaching qualification and that they are suitable to be employed as a teacher. The system provides information such as indicating whether any individual has an active restriction or if they have been prohibited from teaching.
3. Once an individual commences employment at the academy, the individual will be recorded as an Ossett Academy employee on the employer portal.

Stage 8: Selection Process

1. Following lesson observations and any other selection tasks, the interview panel will meet with those involved in observing the other tasks including Student Council representatives to obtain their feedback on each candidate
2. Further shortlisting may take place following the selection tests and collective feedback.
3. The Principal/ SLT member or a Governor will chair the main interview panel. At the start of the interview the chair should outline that all candidates will be asked the same questions in the same order, that notes will be made, and that there will be an opportunity offered at the end for questioning.
4. Notes of the interview will be made using the candidates own words.

5. Supplementary questions can be used to probe gaps or vagueness in responses. Notes must be made to reflect this.
6. At the end of each interview each candidate should be asked if they remain a firm candidate for the job.
7. The main interview panel will then work as an independent panel. Each panel member will express ideas and opinions about information gathered during the day. The chair will nominate panel members to share their opinions in turn.
8. Each candidate must be scored for each criteria assessed and decisions must be recorded in writing. Feedback for each candidate should be written on the scoring form.
9. The chair of the panel must inform the HR Department of who the successful candidate is.
10. HR will then contact the successful candidate to discuss commencing salary (including spinal point) to be offered, confirm the agreed working hours/ days/ times of work and confirm a provisional start date.
11. Any candidate who provides false or mis-leading information, or omits key information, will not be considered for the position they applied for. In the event that subsequent information in this regard comes to light after a provisional offer has been made, the offer will be immediately withdrawn.
12. The Equality Act (2010) states that reasonable adjustments to the recruitment and selection process should be made if the candidate informs the employer of their disability and of their needs. It also prohibits those involved in the selection process from asking questions relating to their health, attendance record and/or disability.

Stage 9: Arrangements for all new starters

1. The HR Department will send a provisional offer letter to the successful candidate detailing the above and confirm their employment is subject to satisfactory pre-employment checks including evidence of eligibility to work in the UK*, two satisfactory references, medical clearance, an enhanced DBS clearance, Prohibition Check, confirmation of current salary and continuous service date and evidence of essential qualifications as stated on the job description and on the candidate's application form.
2. The HR Department will write to referees to ask for the selected candidate's attendance record for the last 2 years.
3. The following pre-employment checks must be satisfied before commencement of employment: Eligibility to work in the UK, DBS check, two satisfactory references, medical clearance, and proof of qualifications (original certificates).
4. In the rare circumstances where the DBS check is outstanding on the start date, the line manager must conduct a risk assessment and ensure that the person is supervised at all times by an employee of the academy.
5. If there is any doubt regarding the authenticity of a qualification, the Academy will undertake enquiries with the relevant awarding institution. Copies of documents should be made and kept on the employees personnel file.
6. If the new employee will be required to drive on academy business or may be required to transport students the candidate's original driving license must be evidenced.
7. The HR Department will make induction arrangements with the appropriate line manager. Please refer to the Induction Policy and checklist for further information.
8. A Statement of Main Terms of Employment will be provided within 8 weeks of commencement. Where pre-employment checks are still outstanding at this point, a

covering letter will be sent advising the employee that the contract is subject to satisfactory completion of all outstanding checks.

***Eligibility to work in UK**

- It is a criminal offence to employ a person who does not have the right to work in the UK or who does not have the right to undertake the type of work that they are being offered. The Immigration, Asylum and Nationality Act 2006 sets out the law on the prevention of illegal working and requires that employers make basic document checks on every person that they intend to employ.
- The UK Borders Agency website provides a comprehensive guidance document for employers which includes lists and images of documents that can be accepted as evidence of an applicant's right to work in the UK, and information on how these should be copied.

Agencies

Agreements between the Academy and agencies must be in writing and the agency must confirm in writing that they have satisfied the following prior to the start date:

1. Undertaken a standardised, personal face-to-face interview with the applicant.
2. Confirmed identity in line with acceptable documents approved by the Disclosure and Barring Service.
3. Confirmed proof of address from two independent documents.
4. Confirmed right to work in the United Kingdom, and obtained all necessary entry clearance certificates, work permits and immigration documents.
5. Confirmed the authenticity and ownership of all teaching and child-care qualifications.
6. Confirmed, for Newly Qualified Teachers, their progress towards, or completion of, the statutory induction period within the set time period as determined by the Department for Education.
7. Confirmed that Overseas-Trained Teachers hold teaching qualifications which are deemed by UK NARIC to be equivalent to a British teaching degree or PGCE.
8. Confirmed the registration status for all teachers with NCTL (UK, EEA/EU and OTT) and checked the Prohibition Status for all teachers.
9. Obtained an enhanced DBS Certificate and confirmed in writing that the individual is suitable to work in regulated activity with students.
10. Obtained, for all candidates from abroad, a current police clearance from their country of residence.
11. Conducted standardised Risk Assessments on applicants with disclosures on their DBS or foreign police clearance.
12. Not compulsory but best practice - asked candidates (at verbal vetting stage, on the written application form, and at interview) to declare any convictions, cautions or reprimands, warnings or bind-overs which are not 'protected' as defined under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198).
13. Conducted a check to ensure candidates are not on a barred list (check on all surnames used).
14. Confirmed that the candidate is medically fit to work in an educational setting. If reasonable adjustments are required, the Academy must be notified in advance with reasons. Considerations will then be made to check adjustments are feasible.

15. Applied for, received, and verified two satisfactory and current references, as follows:

- Reference 1 - from a child-care environment, covering a minimum of six week's work which can be confirmed by a credible referee; and
- Reference 2 - the candidate's most recent employment reference. If a candidate has previously had experience working with children, at least one reference must provide that the candidate is suitable to work with children, that there have been no allegations or investigations with regard to their behavior towards children and that there have been no disciplinary action taken relating to their suitability to work with children.
- Verified any gaps in the applicant's work history.
- Confirmed that the candidate's fluency of English is sufficient to effectively carry out their prescribed duties.

16. Once the Vetting and Barring Scheme fully comes into operation, the agency must work towards ensuring that, in addition to the above; it does not knowingly employ any candidate who is not registered with the DBS for a position involving regulated or controlled activity.

17. All candidates are registered with the DBS BEFORE they commence work in the Academy. It works closely with all candidates during the registration period to ensure all understand the requirements for registration, and that every assistance is given to candidates to facilitate registration.

18. All candidates are checked with the DBS before they start work, and that the candidate's consent has been provided to do this. All candidates' registration statuses are checked regularly.

19. Undertake the duty of referral to the DBS where there is behaviour which displays significant risk or harm, or dismissal or on resignation before dismissal occurs.

20. Recruitment processes must contain business rules which prevent a candidate without clear ISA registration from being placed into employment.

Volunteers

The member of staff arranging for a volunteer to come into the academy must seek prior permission from the Principal/ member of SLT.

Before the volunteer's first visit you must notify the HR Department and confirm their name, date of first visit, address, contact details, purpose of their visit and the frequency of their visits if possible. If the volunteer will be undertaking regulated activity (i.e. regularly teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children which is unsupervised) or work regularly (i.e. once a week or more or on 4 days in a 30 day period) then they will need evidence of an enhanced DBS certificate. HR can facilitate obtaining a DBS check, the volunteer will be charged for the cost of this.

The host member of staff must also ensure that the individual completes a Volunteer Personal Details Form and knows to bring their original enhanced DBS certificate (if required) and official photo identification into the Academy on the first day to be checked and copied by HR. Alternatively if an organisation employs/ engages the individual's services, they can confirm the details beforehand in writing stating that they are suitable to work with children. This information must be recorded on the Single Central Record (SCR). If an individual will be undertaking 'regular' volunteering or regulated activity and they do

not have an enhanced DBS certificate, the host member of staff must ensure they are supervised by an employee of the Academy at all times and also notify HR so they can undertake a barred list check prior to their first visit.

All long term volunteers must have the following:

1. Interview where the host manager asks them about their motives for wanting to work with children as well as other relevant questions.
2. A role profile describing the tasks they will undertake at the Academy including their responsibilities for safeguarding. Role profile templates can be requested from HR. The host manager is responsible for writing the role profile and issuing this to the volunteer.
3. Any new long term volunteers must have one satisfactory reference from an organisation where they have worked with children if they have had this experience. Reference proformas can be obtained from the HR Department.
4. Risk Assessment undertaken by their host departmental manager.
5. An Induction meeting to go through relevant academy policies and procedures including but not limited to, the academy Safeguarding Policy, Code of Conduct, H&S Policy, Accident Reporting, and Fire Evacuation procedure.

Safeguarding Awareness

The Academy is committed to safeguarding by:

- Making safeguarding core to what the Academy does and stands for.
- Ensuring all members of staff have a basic awareness training of safeguarding and child abuse and that this is reviewed on an at least annual basis.
- Publicising it's commitment to safeguarding and protecting children.
- Having designated members of staff responsible for safeguarding and child protection (Designated Safeguarding Lead's – DSL's).
- Discussing safeguarding and child protection openly.
- Ensuring staff receive appropriate refresher training, and are notified of any relevant changes to the Safeguarding Children policy.

Other Procedures

The Academy has a number of policies and processes to ensure children are kept safe: a Safeguarding Policy, a Whistleblowing Policy and appropriate processes for students/colleagues to report concerns to staff. The purpose of these is to:

- Protect children and young people
- Protect staff
- Ensure people know what to do if they have any concerns
- Be clear on how concerns will be dealt with.

Provision of References

The Academy policy on provision of references for current or former employees is as follows:

- All references are returned to the requester by or on behalf of the Principal through the HR department.
- The Principal may delegate completion of the reference to an appropriate member of SLT or member of management.

- Completed references are returned to HR for checking and final authorisation of the Principal.
- As a matter of courtesy current colleagues should inform their line manager and the Principal that they are applying for a role outside of the academy.
- Only one reference will be provided from the Academy, i.e. employees should only use one referee from the academy and not use both their line manager and the Principal for example.
- All references will be provided in writing and will not contain personal opinions about individual performance or conduct. It is the author's responsibility to ensure the information provided is true, accurate, fair and not misleading.
- References will only provide information regarding sickness absence and/or attendance once an offer of appointment has been made and with the individual's consent.
- A copy of the reference provided is retained on the employees personnel file.
- Colleagues asked to provide a personal reference for a current or former employee may do so if the colleague chooses to. However, personal references must be on the colleagues own stationary and sent from a home address or personal email address.

Taking concerns seriously

The Academy will:

- Offer support to the person raising the concern and also the person whom the concern is about.
- Consider whether the child is in any immediate danger.
- Investigate the concern.
- Liaise with other agencies.

Why Setting Standards of Behaviour is Important

- It sets down boundaries and expectations of roles, including for the protection and safeguarding of children.
- It prevents the assumption that people know what the expected behaviour is.
- It avoids the risk of interpretation without clear standards.
- It protects adults so they are clear what they can and cannot do.
- It protects children so they will know when an adult's behaviour is not acceptable.

Induction, Probationary Periods and Supervision

- Induction is used to set clear expectations and boundaries of roles within the Academy that all workers are clear on; including ensuring that employees are aware what is acceptable and unacceptable behaviour. It also covers responsibilities for safeguarding and protecting children, and other key policies such as the safeguarding policy, whistleblowing policy and any reporting procedures if they have concerns.
- All employees are required to undertake child protection training.
- All employees are subject to the academy's probationary policy. Probationary review meetings will take place at 4 weeks, 3 months and the final review at 6 months.
- Newly qualified teacher induction periods monitor closely new recruits and where there are issues; these should be quickly picked up and dealt with. It is important

that where there are concerns about unacceptable behaviour with children these are dealt with as early as possible.

- Ongoing supervision and management of all employees are key to ensuring that you know what people are doing and can pick up on issues, such as if someone is becoming too familiar or attached to a particular child or is displaying inappropriate behaviour with a child. If people are closely supervised and monitored, they will have less opportunity to groom children.

Useful Websites:

Disclosure and Barring Service

www.gov.uk/government/organisations/disclosure-and-barring-service

Chartered Institute of Personnel and Development:

www.cipd.co.uk

Department for Education

<https://www.gov.uk/government/organisations/department-for-education>

Child protection website:

www.nspcc.org.uk

School Governors website:

www.governor.net.co.uk

Signature: Principal	 A Warboys
Signature: Chair of Governors	 S Trafford
Date:	October 2017