



# **Greenmount Primary School**

## **RECRUITMENT & SELECTION POLICY**

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# **RECRUITMENT AND SELECTION OF SCHOOL STAFF POLICY**

## **1.0 INTRODUCTION**

This document outlines the key points of the recruitment and selection policy. It sets out the requirements of current relevant legislation and provides a framework within which recruitment panels should operate to ensure that the best appointments are made within a professionally sound and legal system. The recruitment and selection policy is supported by the 'Recruitment and Selection of School Staff Guidance' which can be found on the Leeds Education Hub and provides further advice on the process of recruitment and selection.

The most valuable resource of any organisation is its workforce; getting the right people into the right posts is crucial to the success of the business. One of the most important challenges faced by Headteachers and managers is to ensure they recruit the right employees. Although the recruitment process can take time and can incur additional cost, the price of making a wrong appointment can be more costly in the long term. Investing sufficient time and resources into the recruitment process will help the recruitment panel make the right decision, first time round.

## **1.1 SAFER RECRUITMENT**

This policy is underpinned by the Department for Education (DFE) '**Keeping Children Safe in Education**' (September 2016) document and the '**Leeds Schools Safer Recruitment Policy**' (Feb 15) to support schools in promoting safer recruitment practices. This will ensure proper safeguards are in place for children and young people by helping recruitment panels to deter, reject or identify people who may abuse children, or who are otherwise unsuited to work with them. These measures must be applied to everyone who works in an education setting where children and young people are likely to perceive the individual as a safe and trustworthy adult. This includes people who work in school who are not on the school's payroll, those staff who do not have direct contact with children within their role, and all contractors and volunteers.

The '**Leeds Schools Safer Recruitment Policy**' contains a **Pre- Interview Recruitment Checklist** which should be followed by the Chair of the recruitment panel or the recruitment administrator to ensure the safer recruitment procedures are adhered to.

## **1.2 THE EQUALITY ACT**

Fairness in how we recruit and select our employees plays a significant part in creating a fair environment in terms of equal opportunities. Therefore, every internal and external applicant for a job within the school should be considered against criteria which relate only to the requirements of the job.

The Equality Act (Oct 2010) replaces previous legislation (such as the Disability Discrimination Act (DDA) 1995 and the Race Relations Act 1976) to ensure your workplace is a fair environment and to comply with the law.

There remain a number of protected characteristics as outlined in the legislation. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## 2.0 DISCRIMINATION

Unlike other employment legislation, an applicant can allege discrimination against an employer although there is no direct employment relationship. This is particularly pertinent in the recruitment process whereby a potential applicant, person applying, or selected candidate may claim discrimination on the grounds of one or more of the protected characteristics. ACAS defines the different forms of discrimination as follows:

**Direct discrimination** - Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

**Discrimination by association** - Already applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** - Already applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect discrimination** - Already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership. Now extended to cover disability and gender reassignment. Can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably in managing your organisation, i.e. that it is 'a proportionate means of achieving a legitimate aim'. A legitimate aim might be any lawful decision you make in running your organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

Being proportionate means being fair and reasonable, including showing that you've looked at less discriminatory alternatives to any decision you make. All actions and

documents involved in the process must be free of any criteria that could be interpreted as being discriminatory within the terms of the Equality Act 2010. For example, advertisements, job descriptions and person specifications must not include anything that could be construed as an intention to discriminate on an unlawful basis. Employers may also be unlawfully discriminating by failing to make reasonable adjustments that would allow a disabled person to take part in the recruitment process.

Unlawful discrimination could also be found in the terms on which employment is offered, or by refusing, or deliberately omitting to offer employment, or deliberately omitting a candidate from a shortlist on the grounds of a protected characteristic defined under the Equality Act.

Further advice for employers can be found on the ACAS website:

<http://www.acas.org.uk/media/pdf/8/a/Equality-Act-2010-guide-for-employers.pdf>

## **2.2 Reasonable Adjustments for Interview and Assessment Purposes**

It is permitted under the Equality Act to ask candidates when inviting them to interview and assessment to notify you of any reasonable adjustments they may need to be made to allow them to take part.

Candidates should be asked to notify an administrative contact or the chair of the recruitment panel of any reasonable adjustment required. This contact person should then ensure reasonable adjustments are made. It may become apparent to the interview panel that an adjustment has been made, however the recruiting manager should ensure as far as possible that adjustments are shared on a need to know basis only.

In all cases if the panel become aware of an adjustment, they should ensure this has no discriminatory effect on any part of the recruitment process.

## **2.3 References & Health Checks**

Under the Equality Act 2010, you are not permitted to ask about an individual's absence record or health **before** they are offered a job (subject to a few very limited exceptions). You should not collect information or enquire into an individual's absence record, health or disability in the application or interview stage prior to a candidate being offered a position. You may complete supplementary checks after making an offer of employment with a view to making reasonable adjustments or ensuring the individual is capable of doing the job. If a concern with previous sickness absence arises through supplementary checks, please contact the HR Schools Team for further advice.

## **2.4 Employment Legislation**

There is a significant body of employment legislation and guidance which has an impact on the Recruitment and Selection process. This includes:

- School Staffing (England) Regulations 2009
- Keeping Children Safe in Education (DfE 2016)

- Equality Act 2010
- Asylum and Immigration Act 1996
- Rehabilitation of Offenders Act 1974
- Data Protection Act 1998
- Staffing and Employment Advice for Schools (2017)

Reference to the relevant legislation will be made throughout the policy and within the guidance and supporting documents.

### **3.0 SAFEGUARDING AND THE RECRUITMENT PROCESS**

Safeguarding and promoting the welfare of children is an essential part of creating a safe environment for children and young people and must be an integral factor in the management of recruitment and selection at every stage.

In line with DfE guidance the paragraph below must be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks and induction training materials:

*‘This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.’*

#### **3.1 DBS**

Schools will comply with the current legal requirements laid out in DBS Disclosure and Barring Service

#### **3.2 Safer Recruitment Training**

It is a requirement that prior to the start of the recruitment process at least one member of the interview panel has successfully completed the NCSL (National College for School Leadership), , Safer Recruitment Consortium face to face, or NSPCC online safer recruitment training.

Please contact the Safeguarding Team through the Leeds for Learning website [www.leedsforlearning.co.uk/training](http://www.leedsforlearning.co.uk/training) for further information about forthcoming dates for safer recruitment training. .

### **4.0 THE RECRUITMENT PROCESS**

#### **4.1 The Objective**

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the current and future development of the school.

It is also important to remember that applying for a vacancy is often the first contact an individual has with the school, so the experience should be positive. All those responsible for recruiting should:

- Ensure that all applicants, whether successful or unsuccessful, have a positive experience of the recruitment process
- Give applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a selection decision which may lead to issues in the future or may not meet the commitment to safeguarding children

## **4.2 Evaluating the vacancy**

Each school will either have a staffing structure in place or will be moving towards a planned structure.

When a vacancy arises, the governing body and/or the Headteacher may need to review the school's staffing needs and determine whether it is appropriate for the post to continue in its current form or whether changes should be made. Changes to the staffing structure should be made following appropriate staff and union consultation and therefore advice should be sought from the Schools HR team if significant changes are planned.

## **5.0 JOB DESCRIPTION AND PERSON SPECIFICATION**

### **5.1 Job Description**

A job description is a vital tool in making the recruitment and selection process fairer and more effective. Job descriptions must be used for all posts. A clear and precise job description will make it much easier to identify the skills, experience and knowledge needed to do the job.

Before any post is advertised, an up-to-date job description should be prepared. It should describe fully and in plain language, the responsibilities and duties of the post, as follows.

- The job title
- The job purpose – why the job exists
- The reporting structure – to show where the job is placed within the school
- Main duties
- Salary band
- Grade
- A statement about commitment to promoting and safeguarding the welfare of children must be incorporated in all job descriptions.

If a nationally or locally-agreed job description exists, this should be used. The School Teachers' Pay and Conditions Document (STPCD) contains details of the professional duties and salary scales.

When a new post is created, or when a vacancy arises and there is a need to modify the existing job description, advice should be sought from the HR Team to ensure that conditions of service are not breached and that the equal pay provisions of the Equality Act are observed.



## **5.2 Person Specification**

An up-to-date person specification is an essential feature of the recruitment process and should be used for all roles. It is essential in enabling a shortlist of applicants to be drawn up and a final selection to be made, based on fair, equitable and consistently applied criteria. It will ensure, as far as possible, that the right person is appointed to the position.

The Person Specification should include:

- The knowledge, skills, experience and qualifications, and any other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities that the successful candidate should be able to demonstrate
- Detail the method of assessment, for example, application form, test, or interview

Care should be taken to ensure that the person specification is free of any criteria that could be interpreted as being discriminatory such as age limit or physical requirements.

## **6.0 DECIDING HOW TO FILL THE VACANCY**

In most cases when a vacancy arises it will need to be filled on a like for like basis. In some circumstances, a permanent role may need to be filled on a temporary or fixed term basis. Under The Fixed-term Employees (Prevention of Less Favourable) Treatment Regulations 2002, there are a limited number of circumstances which provide a fair reason to create a temporary or fixed term contract. These are:

- To cover a period of long term absence
- To cover a period of maternity, paternity, adoption or parental leave
- To cover absence due to a secondment
- To carry out a short term project
- Where a role is attached to specific funding

Fixed term or temporary employment contracts should not be created or offered to any applicant, including NQTs, as a way of imposing a probationary period.

### **6.1 Internal recruitment**

When a vacancy arises and often before it arises (e.g. upon receipt of a resignation), the Headteacher should identify opportunities for appropriate existing staff to apply for the vacancy or additional hours first.

Whilst reviewing the school's current internal capacity, consideration should be given to:

- The potential for temporary or fixed term acting up opportunities

- Ensuring internal opportunities are shared with all appropriate staff including colleagues on leave
- The potential need to fill further vacant posts or hours if the appointment were made internally
- If an internal employee's role is at risk, or if a temporary or fixed term contract is coming to an end, whether the employee will have an automatic right to be offered / or to apply for the post

In this case, consideration must be given to the employment rights of the employee. In these circumstances advice should be sought from the HR Team.

## **6.2 Redeployees**

Leeds City Council is committed to supporting redeployees to secure employment through the Managing Staff Reductions policy and procedure. Working with the Leeds City Council Resourcing team, schools may invite redeployees to apply for their school vacancies. Schools may offer redeployees the opportunity to be interviewed first, or with other candidates. The Resources Team will match applicants using a skills assessment process prior to contacting participating schools with their details.

For further information please contact the Leeds City Council Resourcing Team at [hrresourcingteam@leeds.gov.uk](mailto:hrresourcingteam@leeds.gov.uk)

## **6.3 Advertising**

The purpose of the advert is to attract suitably qualified and experienced applicants to apply for the role.

An internal advert should highlight the key duties of the role and experience required, and should include the job description and person specification. The advert must be circulated to all appropriate staff including those absent at the time of the advertisement i.e. staff on maternity and other types of leave.

Headteachers may ask for initial expressions of interest to gauge the size and quality of the internal field before deciding whether to continue with the internal or external recruitment process, or both.

The internal recruitment process must include an interview and the applicant/s should complete an application form to support their application.

The school should also consider whether it is necessary to advertise externally and in which publication, being mindful of advertising timescales, deadlines and costs when using services such as Eteach, TES and Leeds City Council. External adverts should be live for at least two weeks to allow the advert to be seen by potential applicants and to give individuals a reasonable amount of time to apply.

Existing employees applying for a role which is being advertised externally should apply through the external process, so they are treated in the same way as all other applicants.

In some cases of external recruitment the school will need to use a supply agency, in which case the school should ensure the agency satisfies the required safeguarding requirements.

For safer recruitment purposes all advertisements must include the following statement:

*'This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure'.*

Advertisements must not include discriminatory statements which contravene legislation and should include the following statement:

*'We promote diversity and want a workforce which reflects the population of Leeds'*

#### **6.4 Leadership recruitment**

The principles of fair, legal and safe recruitment should be applied throughout the process. The key features of leadership recruitment are as follows:

- The responsibility for recruiting to a Headteacher post lies with the Governing Body.
- Deputy and Assistant Headteacher recruitment may be led by the Headteacher, supported by a panel of Governors.
- Permanent Headteacher and Deputy Headteacher posts will be advertised nationally unless in specific circumstances relating to Managing Staff Reductions.
- Leadership job descriptions and person specifications which are based on the National Standards for Headteachers should be used.
- Resignation dates should be taken into account when planning the recruitment timeline.
- Internal and external candidates should be treated consistently. Care should be taken to ensure that no part of the recruitment process favours, or could be seen to favour, an internal candidate
- A range of assessment activities which reflect the duties of the post and the person specification should be used.
- The current post holder should not be involved in the recruitment process as this may lead to allegations of impropriety.

A HR Leadership Recruitment service is available to all schools in Leeds. For further information contact the HR Team.

#### **7.0 APPLICATION PACK**

The information made available to applicants following advertisement is very important. They should have access to:

- The application form
- Guidance for completing the application form

- The job description and person specification
- Any relevant information about the school
- A recruitment policy statement should be sent to candidates when they request an application pack. The Leeds Schools Policy statement is available on the Education Hub.

For safer recruitment purposes, the job description and all supporting information must state:

*‘This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be required to have an up to date DBS disclosure’*

All information sent to candidates must, if requested, be provided in other formats such as Braille and large print or CD.

## **7.1 Application form**

An application form should always be used to ensure that a common set of core data is obtained from all candidates. Schools should not accept curriculum vitae drawn up by applicants or recruitment agencies in place of an application form as they do not meet safer recruitment requirements.

The application form should obtain the following information:

- Full identifying details of the applicant including current and former names, date of birth, current address and National Insurance number
- A full history in chronological order since leaving secondary education, including periods of any post-secondary education/training and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment education or training and reasons for leaving employment
- A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which he/she is applying with details of the awarding body and date of award
- A declaration of any family or close relationship to existing employees or employers (including councillors and governors)
- Details of referees should be the applicant’s current or most recent employer and normally two referees. In some cases three references may be required (e.g. faith school leadership appointments)
- The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends; and
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post.
- Disabled candidates should be allowed to submit applications in other formats than the standard application form. However CVs or tapes etc. should follow the same format as the Application Form and answer the same questions
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## **8.0 THE RECRUITMENT PANEL**

The membership of the recruitment panel may vary according to the nature of the appointment, but in all cases there are important factors which should be considered:

- The Governing Body has overall responsibility for staff appointments but the day to day responsibility will be delegated to the Headteacher who will be expected to lead all recruitment panels
- At least one member of the interview panel must have completed the NCSL (National College for School Leadership), CWDC (Children's Workforce Development Council), Safer Recruitment Consortium face to face, or NSPCC online safer recruitment training.
- The shortlisting/interview panel should appoint a Chair whose role is to ensure that the recruitment process complies with policies and procedures
- The size of the panel should not be so large as to intimidate candidates and should comprise an odd number of people to ensure that a decision can be made. It is recommended that a minimum of three people form the selection panel
- Where practicable, the panel should be as diverse as possible in terms of gender and ethnicity and if possible should reflect the demographic profile of the school
- Other than in the most exceptional circumstances the same panel should be responsible for both short listing and interview. Members of the panel need to be familiar with the job description and person specification
- Where a candidate is known personally to a member of the selection panel the panel member should declare it before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest, taking into account the relationship between the panel member and the applicant.

## **9.0 SHORTLISTING**

**9.1** All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies and to identify any gaps in employment.

Incomplete application forms should not be accepted and should be returned to the applicant for completion with a clear timescale for re-submission.

In line with safer recruitment guidance, any anomalies or discrepancies or gaps in employment identified should be noted so that they can be discussed with the applicant if they are shortlisted. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment, or a mid-career move from a permanent post to supply teaching or temporary work will also need to be noted. These points should be verified at interview.

### **9.2 Objectivity**

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

New criteria must not be introduced at this stage.

Care must be taken to avoid negative assumptions, for example, about a person's ability to work in the light of home circumstances. If they have submitted an application it must be assumed that they have made adequate arrangements. If an applicant lacks work experience it cannot be assumed that they lack relevant skills. Consideration should also be given to skills acquired in outside activities, which would be relevant to the post.

The standard of completion of the application form should not be used as a test of literacy or other suitability for the job, since it could be discriminatory to assume all candidates have the ability to complete the form to a certain standard

### **9.3 Equal Opportunities**

In relation to the guidance on making reasonable adjustments for disabled candidates at interview / assessment outlined in 2.2 note the following. If the workplace in question is not accessible for people with impaired mobility, funds may be available, through Access to Work, to adapt the workplace or provide any special equipment needed.

### **9.4 Recording the process**

It is important that clear records are kept as you may be required to justify your decision if challenged, or you may be required to give feedback to applicants at a later stage.

The panel needs to agree a consistent and systematic method of scoring the applications, for example, each application could be scored with numerical grades to weight the criteria outlined in the person specification.

The short listing form should be completed to record where the applicants meet the requirements of the person specification. If an applicant does not satisfy the specification then make a note as to why.

No matter how many applications are received, all application forms should be read and recorded as explained.

### **9.5 Filtering large numbers of applications**

To be eligible for interview an applicant must demonstrate that they meet all of the essential criteria on the person specification, which can be assessed from the application form. If a large number of applicants meet all the essential criteria you can then look at the applications again to determine those who meet the desirable elements of the person specification. This should narrow the field. A fair and consistent method of scoring must be followed to ensure the decision is clear and justifiable.

Where a large number of applicants meet all the essential and desirable criteria the panel may create a long list for the post. This may involve the use of pre-selection techniques, for example, a test, presentation or interview from which you could reduce the field further before carrying out the final shortlist interviews. It is important, however, that any supplementary method used must be valid, reliable, quantifiable and non-discriminatory.

## **10.0 REFERENCES**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee using the standardised school reference form. Do not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern" or verbal references.

References must be sought on all short listed candidates and should be obtained where possible before interview so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview.

As outlined in paragraph 2.3, it is not permitted to ask about an individual's absence record or any health related questions prior to making an offer to a candidate. Therefore, you should ensure that there are no questions about absence or health in the reference request form and that no questions about absence health are asked at interview.

One reference must be the applicant's current or most recent employer and normally two referees are sufficient. Where an applicant is not currently working with children but has done in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed to work with children. References should not be accepted from relatives or friends.

In exceptional circumstances it might not be possible to obtain both references prior to interview, either because of delay on the part of the referee, or because a candidate objects to their current employer being approached at that stage.

In any case where a reference or references have not been obtained before interview, the school must ensure that two references have been received and scrutinised and any concerns are resolved satisfactorily, before a start date is agreed and the preferred candidate's appointment is formally confirmed in writing and the contract issued.

## **11.0 INTERVIEW AND ASSESSMENT PROCESS**

### **11.1 The Interview**

The interview should always assess the merits of each candidate against the job description and person specification and for those posts working with children and young people, an exploration of their suitability to work with children.

The selection process should always include a face to face interview even if there is only one candidate.

The panel may ask if the candidate would require any support and/or adjustments to carry out the role.

## **11.2 Selection Assessments and Exercises**

Validated assessment activities can assist in making shortlisting and selection decisions by assessing attributes which the interview alone cannot easily measure, for example computer software skills.

If a supplementary assessment or a full assessment day is to be used as part of the recruitment process, it must be established that it is a valid way of measuring the skills and aptitude required for the job. Tests should not contain any bias which may discriminate against applicants. For example, asking an external candidate to analyse internal school data when there is an internal candidate in the process.

When administering assessments, special arrangements may be required for people with disabilities e.g. a reader for dyslexic candidates or large print and/or improved lighting for partially sighted candidates.

The 'Interview and Assessment Guidance' document provides further advice on conducting the selection process.

## **11.3 Involving young people**

Children and young people can make a valuable contribution towards the assessment process. However, they should not be involved in the final decision making part of the process as they are not part of the recruitment panel.

It is essential that where children and young people are involved in any part of the process, that the principles of equality, fairness and transparency apply at all times. For example, particular care must be taken if the recruitment involves the teaching of a sample lesson. Each candidate must be subject to comparable experiences, which adhere to the principals outlined above, in order that objective assessments can be made.

Other examples of children being involved in the recruitment process include, contributing to the design of an advert or writing a pupil letter to be included in application pack.

Where a school council panel or pupil led tour of the school forms part of the assessment process, the children should be supported by a member of staff to ensure that the same rigour and objectivity is applied to these activities as with any other part of the process.

It is important to remind young people that their contribution, whilst valuable, forms part of a wider recruitment process.

## **12.0 INTERVIEW PREPARATION**

### **12.1 Inviting candidates to the assessment process**



When arranging interviews, five working days' notice should be given to the candidates.

Dates and times should be arranged with the whole of the interview panel and assessments and interview questions agreed. Timetables should be drawn up in advance and the times issued with the invite letter if possible.

Arrangements should also be made for the unexpected, i.e. replacements for the interview panel in the case of absence.

A Leeds City Council template 'Invite to Interview Letter' is available in the Guidance.

The interview letter must provide or request the following information:

- The interview date and time; venue, directions to the venue and information about assessments, if relevant.
- That they must bring evidence of their eligibility to work in the UK by bringing appropriate documentation to the interview, such as a birth certificate, passport or relevant Home Office documentation.
- That they must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body.
- That a photocopy of all candidates' identification and certificates will be made on the day of interview and retained in the successful candidate's personnel file.
- That the preferred candidate will be required to have a cleared enhanced DBS certificate.

## **12.2 Disabled Candidates**

Disabled candidates who are shortlisted should be asked to contact the school to discuss any adjustments they need to be able to attend the selection process. This could involve providing assistance to those with hearing, sight or mobility difficulties or allowing them to bring a friend or colleague. Leeds Interpreting and Translation Team can provide sign interpreters and lip speakers on request.

Disabled candidates should also be given information about such matters as physical access to the premises and parking facilities.

## **13.0 INTERVIEWING**

### **13.1 Scope of the Interview**

In addition to assessing and evaluating the candidate's suitability for the post, the

interview panel should also explore:

- The candidate's attitude toward children and young people
- His/her ability to support the authority/school's agenda for safeguarding and promoting the welfare of children
- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee
- Whether the candidate wishes to declare anything in light of the requirement for a DBS check.

If a disclosure is made the panel should seek advice from the Leeds City Council HR Schools Team.

### **13.2 Conducting the interview**

The Chair of the panel is responsible for ensuring that the interview is conducted in a fair and appropriate manner. So that all candidates are treated consistently and fairly, questions should be structured and based on the job description and person specification.

Candidates should be treated consistently, and given a fair and consistent amount of time to answer questions.

In no circumstances should questions be asked relating to a candidate's age, gender, gender reassignment, pregnancy or maternity, disability, sexual orientation, marital status, race, or religion/belief. Fluency in the English language should not be used as a selection criterion unless it is a genuine requirement of the job.

It is the responsibility of the Chair of the interview panel to ensure all questions are fair and lawful.

### **13.3 Recording the outcome**

The Chair of the Panel is responsible for ensuring the completion of a joint interview scoring sheet for each candidate. A method of scoring should be agreed prior to the start of the interview and panel members asked to record notes to support their scores for the candidate's responses. The Chair should decide a method for agreeing a joint score for each candidate.

It is important that a copy of the joint interview scoring sheet, along with any other assessment records is retained in case any candidate asks to see written records of the selection process and decisions made. The Headteacher, chair of the panel or other suitable person should also refer to the records when providing feedback to candidates on their performance and so should retain the records until the feedback is complete.

## **14.0 THE SELECTION DECISION**

The chair of the panel should ensure that no irrelevant information is introduced at this stage and that all decisions are based on how well the candidates meet the person specification.

### **14.1 Disabled Candidates**

Disabled candidates should be measured against the person specification in the same way as other candidates, taking into account any reasonable adjustments.

### **14.2 Job Share Candidates**

If a person applies for a full time position and requests part time hours it is unlawful to discriminate against them at any stage of the recruitment process including at the shortlisting and selection stage. Fair consideration must be given to accommodating part time hours as should the possibility of recruiting another person to fulfil the remaining hours on a job share basis.

## **15.0 OFFER OF APPOINTMENT**

### **15.1 Interim Offer of Employment – Pre appointment checks**

A verbal offer to the successful candidate should be followed up in writing with an interim offer letter from the Chair of the panel and should include the agreed starting date and starting salary details (i.e. scale and starting point, pro rata details, UPS, TLR or SEN allowances)

It is the responsibility of the Chair of panel to ensure that the following checks are undertaken:

- Verification of the candidate's identity using photographic ID and proof of address
- Verification of eligibility to work in the UK
- Overseas check (where appropriate)
- Verification of the candidate's mental and physical fitness to carry out their role (pre-employment health questionnaire)
- The receipt of at least two satisfactory references (see 10.0)
- Verification of qualifications
- Verification of professional status where required e.g. QTS status (unless properly exempted), NPQH
- A check of the DfE Barred List
- Obtaining a DBS Enhanced Disclosure, verified by the school
- A Disqualification by Association check
- A check using the Employer Access Online Service or Teacher Pension Online website to see if a prohibition order issued by the Secretary of State for Education exists against the individual or not
- For teaching posts- verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

## **15.2 Disabled Candidates**

When a job offer is made to a disabled candidate, every effort should be made to acquire equipment, make adaptations, arrange support or adjust working practices. It is good practice to invite disabled persons to visit the workplace to discuss their requirements as soon as they have accepted a job offer.

## **15.3 Informing the Unsuccessful Candidates**

Unsuccessful candidates should be informed either by phone or in writing. On no account should this message be left with partners, colleagues or friends. Not only is this unprofessional practice but it also contravenes data protection policies.

Feedback should be offered to all candidates and provided promptly if requested. It is best practice to give constructive feedback and can make a significant difference to candidates' opinion about the organisation, especially where their application has been unsuccessful.

Feedback can be given in either verbal or written form and should include an overview of the results of tests and exercises as well as from the interview. The feedback should be accurate and factual and the message should be delivered in a supportive manner. Raw scores should not be given; instead the person providing feedback should provide a balance between those areas where the candidate did well or showed strength, and areas of development, where the candidate needs to improve in the future.

## **16.0 INDUCTION**

There should be an induction programme for all newly appointed staff, governors and volunteers, including teaching and support staff, regardless of previous experience.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or volunteer. A structured induction programme will give employees the opportunity to meet colleagues, attend meetings, meet staff from affiliated schools or organisations and familiarise themselves with computer systems and school protocols.

The induction programme should also indicate to new members of staff where to access the following information:

- Policies and procedures in relation to safeguarding including child protection, local child protection and safeguarding procedures, anti-bullying, physical intervention/restraint, intimate care, e- safety
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment i.e. the Leeds City Council 'Guidance for Safer Working Practice for people who work with all children and adults at risk' (July 2014)
- How and with whom any concerns about the above issues should be raised

- Other relevant personnel procedures including managing attendance and special leave, staff appraisal, health and safety, disciplinary, capability, grievance and whistle-blowing
- The induction programme should also include attendance at child protection training appropriate to the person's role at the earliest opportunity