



Crompton House
C of E Multi Academy Trust

Safer Recruitment & Selection Policy and Guidance

Approved by: Trust Board

Date: March 2023

Last reviewed on: March 2021

Next review due by: March 2025

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
18	Pre-employment checklist	From:- the same people on the interview panel to shortlist the applications To:- At least two people on the interview panel have been involved in shortlisting	Feb 2020
19	Online checks	Addition of online checks	Mar 2023

Roles and Accountabilities

The Crompton House Church of England Multi-Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

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SECTION 1

MODEL SAFER RECRUITMENT POLICY FOR SCHOOLS

1.0 Policy

1.1 Summary

This Recruitment and Selection Policy has been produced in line with the Keeping Children Safe in Education document (1st September 2016) as well as the Staffing and Employment Advice for Schools document (February 2017). This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

1.1.2 Recruitment and selection policy statement

The 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.

The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

1.1.3 Purpose

To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

To achieve this purpose, those that 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.

1.1.4 Scope

The policy applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff. Where a Headteacher or Deputy Headteacher is being appointed the Governing Body will consult with the LA about the recruitment process.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body has delegated the responsibility to the Headteacher for appointing, other than those to the leadership group.

1.1.5 Aims and Objectives

To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process

To ensure a consistent and equitable approach to the appointment of all school based staff.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

1.1.6 Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member **MUST** have received appropriate training on “safer recruitment”.
- Selection should be based on a minimum of; completed application form, shortlisting and interview
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Equality Act (Disability Equality Duty in the DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

1.2 Definitions and Abbreviations

- References to school can be any school or academy adopting this policy/guidance.
- In the case of academies Chair of Governors means Director of the Board or equivalent, Governing Body is the Trust Board
- SHRA is the Unity Partnership Senior Human Resources Adviser

1.3 Equal Opportunities

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

1.4 Safer Recruitment Training

Recommendations 16 and 17 of the Government response to the Soham inquiry in January 2005 states that Head teachers and school governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children and that no interview panel should be convened without at least one member being properly trained.

SECTION 2

GUIDANCE TO THE SAFER RECRUITMENT POLICY FOR SCHOOLS

2.1 Introduction

The purpose of this section is to give guidance on the key points within the Recruitment and Selection policy.

The key points addressed in this section are:

- Equal Opportunities
- Recruitment and Selection Training
- Pre-recruitment Process
- Interviews
- Conditional Offer of Appointment
- Maintaining a Safer Culture
- Volunteers
- Agency and Supply Teachers
- Students and trainee teachers

2.2 Equal Opportunities

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

Appointments are based on the candidate judged to be most suitable. Having a well-thought-out person specification that is free of any bias is advisable because that is the definition that has been written describing the best person for the job.

Gathering information about nationality and ethnic group should only be gathered for monitoring purposes (although it will also be necessary to check whether the candidate eventually selected has the right to work in the UK and, if they are of foreign nationality, whether a work permit is required); it is best to have this information supplied on a separate form, or a tear-off form which is not shown to those who make the decisions on whom to invite for an interview.

2.3 Recruitment and Selection Training

In line with 1.4 in Section One of this policy, it is recommended that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process. Certificate(s) of completion of this training should be retained on file for proof. See appendix 1 for how to book on training provided by the Local Safeguarding Children's Board.

2.4 Pre-recruitment Process

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees.
- Give successful applicants a clear understanding of the post and what is expected of them

- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the commitment to safeguard children.

2.4.1 Recruitment Planning and Advertising

Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. It is an opportunity to consider other arrangements such as job sharing or part-time hours. If a Fixed Term or Temporary Contract is considered appropriate advice is available from your Senior HR Adviser regarding the possible implications. It is also essential to plan the recruitment exercise itself.

Adopting a structured recruitment process will:

- minimise the risk of appointing someone unsuitable
- ensure the capabilities and conduct of new staff
- enable the school to 'track' a process and ensure all relevant steps are taken
- ensure written records of procedures are available for future reference if required

As a result, it will help avoid making common errors in recruitment practice, such as:

- making assumptions about an individual's suitability without written evidence
- using a variety of recruitment procedures or a piecemeal approach depending on the post or individual. A well defined process can be applied consistently
- over reliance on personal judgments. Good recruitment practice is not a solitary activity. It always benefits from the support and advice of those professionals available to you in the event of any uncertainty

All posts should be advertised internally within the school (those on maternity and long term absences must be made aware of all suitable vacancies) and externally where appropriate. All Headteacher and Deputy Headteacher posts must normally be advertised nationally.

Occasionally a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a temporary appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long term sickness absence.

Where the need for a temporary or fixed term post becomes a permanent one, then the governing body will need to consider whether it is appropriate for the temporary postholder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post initially being temporary, any subsequent changes in the needs of the school and the original recruitment process that was undertaken.

A checklist is provided in Appendix 2 to assist in ensuring the recruitment process runs smoothly.

In line with DfE guidance the paragraph below should be included in all Publicity materials, entries on Recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks, induction training materials:-

'The School and the LA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced Disclosure via the DBS'

2.4.2 Job Description and Person Specification

The job description and person specification will need careful thought and drafting. It is also good practice to make sure at the outset that all the other material, e.g. the application form, and information/guidance for applicants that will form part of the pack to be sent to prospective applicants is up-to-date, and clearly sets out the extent of the relationships/ contact with children and the degree of responsibility for children that the person will have in the position to be filled.

The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.

A job description should include:

- The job purpose – why the job exists
- The main duties and responsibilities of the post
- The individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with. N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

Person Specification should include:

- the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- the competences and qualities that the successful candidate should be able to demonstrate;

Care should be taken to ensure that any discriminatory requirements are not included such as:

- Age limits or 'x' years of experience.
- Check the qualifications required are necessary and can be backed up objectively, and consider the reference to the type of exam so as not to exclude, such as O levels, GCSEs etc, perhaps state skills instead
- Physical requirements should only be specified where it could be demonstrated that physical strength is required. Statements such as 'must be energetic' for a job mainly sedentary should be avoided

2.4.3 Advertising

Advertisements should be clear and state briefly:

- The job title
- Number of hours
- Whether available for job share
- Job Requirement, if not explicit in the job title
- Essential criteria for job applicants
- A brief description of the school
- Job Location
- Contract Terms, permanent, fixed term or temporary
- How to apply, e.g. explicit, easy to follow instructions on what the applicant must do to apply for the job and closing date
- Name of the person advertising the job with a telephone number to call if the applicant wants to find out more information

Avoid:

- young, mature, energetic wording in adverts and job and person specifications
- Consider alternative wording, when not putting in 'years experience'
- Consider alternative wording, when positively seeking an age group, but still considering other age groups
- Think also about pictures and images used in adverts, could they be considered discriminatory

When a vacancy is advertised, the advertisement should include a statement similar to: *'the school is committed to safeguarding and promoting the welfare of children therefore the successful applicant will be required to undertake a criminal record check via the DBS'*. Details of the post and salary and qualifications required should be included.

2.4.4 Application Form

A standard application form produced by the LA should be used to obtain a common set of core data from all applicants. Curriculum vitae drawn up by applicants in place of an application form must not be accepted because these will only contain the information the applicant wishes to present and may omit relevant details.

2.4.5 Information Pack to Candidates

The pack should include a copy of:

- the application form, and explanatory notes about completing the form;
- the job description, and person specification;
- any relevant information about the LA and School and the recruitment process, and statements of relevant policies such as the authority/school's policy about equal opportunities, the recruitment of ex-offenders, etc;
- the School's Child Protection Policy Statement;

2.4.6 Scrutinising and Shortlisting

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 applications should not be accepted and should be returned for completion.

Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.

As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation and explain how these requirements will be tested and assessed during the selection process. In addition to candidates' ability to perform the duties of the post, the interview will also need to explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with

- children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.
- Explain that if the applicant is short listed any relevant issues arising from his/her references will be taken up at interview.

An example shortlisting form is in Appendix 3.

2.4.7 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. A minimum of two references are required.

Do not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern" as there have been instances of candidates forging references.

In line with Safer Recruitment training, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any Safeguarding concerns that arise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

In any case where a reference has not been obtained on the preferred candidate before interview, the school must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

All requests for references should seek objective verifiable information and not subjective opinion. The use of reference pro formas can help achieve that, example are in Appendix 4a and 4b along with a suggested letter to accompany it in Appendix 4c 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 should 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, and for specific comments about the applicant'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;

and should remind the referee 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 applicant.

In addition to the above, requests addressed to a candidate's current employer, or a previous, employer in work with children, should also seek:

- confirmation of details of the applicant's current post and salary
- specific verifiable comments about the applicant's performance history and conduct;
- details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the applicant 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,
- whether the candidate has been subjected to any capability procedures within the past two years;
- details of any allegations or concerns that have been raised about the applicant 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.

On receipt references should be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate.

The information given should also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised, are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily.

History of repeated concerns or allegations over time is also likely to give cause for concern.

If applicant is applying for a teaching post and is not currently employed as a teacher it is advisable to check with the school/education establishment they were last employed in and reasons for leaving.

2.4.8 Other Checks before Interview

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

2.4.9 Involving Pupils

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff.

2.5 Interviews

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

2.5.1 Invitation to Interview

When arranging interviews a reasonable amount of notice must be given to the candidates and dates arranged with the rest of the interviewing panel. Timetables should be arranged in advance and the dates issued with the recruitment pack.

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

In addition to the arrangements for interviews - time and place, directions to the venue, membership of the interview panel - the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. Enclosing a copy of the person specification can usefully draw attention to the relevant information. Please refer to Appendix 5 for an example invitation to interview letter.

The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and the applicant will be required to complete an application for a DBS Enhanced Disclosure straight away. Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, **plus** a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation.

Candidates should also be asked to 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.

N.B. If the successful candidate cannot produce original documents or certified copies written confirmation of his/her relevant qualifications must be obtained from the awarding body.

A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file. The photocopy of any original document must be signed and dated by the person viewing it noting that they certify this is a true copy of the original.

2.5.2 Interview Panel

Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in schools must have undertaken the training 'Safer Recruitment' (Appendix 1 in this document)
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

The panel cannot agree in advance a list of questions for each candidate that they will not deviate from, but they can agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up.

Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

2.5.3 Scope of the Interview

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

Details on conducting an interview effectively are covered in the online training, and in Appendix 5a. All copies of any notes relating to your shortlisting and interview decisions must be retained for at least 6 months. Should any candidate complain of unfair selection or discrimination these notes should be referenced.

2.6 Conditional Offer of Appointment: Pre Appointment Checks

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references (these should be received prior to interview – see 2.4.7) one of which should be the current or most recent employer and should always be approved and signed off by the Head teacher;
- verification of the candidate's identity (if that could not be verified straight after the interview)
- verification of the candidate's medical fitness DfE "Fitness to teach Guidance for Employers and Initial Teacher Training Providers 2007"
- verification of qualifications (if not verified after the interview);
- verification of professional status where required e.g. qualifications (Teaching Agency) registration, QTS (Qualified Teacher Status) (unless properly exempted), (Please refer to Appendix 6)
- a satisfactory DBS Enhanced Disclosure.

- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non teaching posts) satisfactory completion of the probationary period.
- Verification of eligibility to be employed in the UK
- Completion of the 'Childcare Disqualification by Association' form
- Further check if a person has lived or worked outside the UK e.g. via consulates
- Further checks through the '**Employer Access Online Service**' for prohibition orders

The school will liaise with their Senior HR Adviser in order to 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 applicant on their original job application ask the applicant to explain this. (It can be the case that an applicant may have forgotten or incorrectly remembered information on convictions they have because they occurred a long time ago or the applicant was young when the offences occurred). If a judgement is reached that the applicant 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 an applicant from appointment.

All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.
- The photocopy of any original document must be signed and dated by the person viewing it noting that they certify this is a true copy of the original.

Where:

- the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children,

the facts should be reported to the police and/or the Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

2.6.1 Unsuccessful candidates

Unsuccessful candidates should be contacted as soon as possible. It is good practice to provide feedback where requested, for example:

- Start by positively thanking them for attending the interview
- Tell the candidate why they were unsuccessful, i.e. it was felt they did not have the necessary skills or enough knowledge for the job and that the successful candidate had previous experience for that particular role.
- Take care 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.

2.6.2 Post Appointment Induction

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. The purpose of induction is to:

- provide training and information about the establishment's policies and procedures;

- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school; and,
- 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.

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 other volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- 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 e.g. disciplinary, capability and whistle-blowing.
- The programme should also include attendance at child protection training appropriate to the person's role.

2.7 Maintaining a Safer Culture

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 /concerns about the safety or welfare of children, 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.

Schools are advised to contact their nominated Senior HR Adviser with any safeguarding concerns about Existing Staff.

2.8 Volunteers

Volunteers are also seen by children as safe and trustworthy adults, and 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.

In other circumstances, for example 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.

In other circumstances, e.g. where a volunteer's role will be "one - off" - accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children.

Where volunteers recruited by another organisation work in a school, e.g. sports coaches from a local club, the school should obtain assurance from that organisation that the person has been properly vetted. Please refer to Appendix 2 for the employment checklist.

Volunteers of whom no checks have been obtained should not be left unsupervised or allowed to work in regulated activity. If they require supervision this should be done by someone in regulated activity.

2.9 Agency and Supply

It is important thorough checks are 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.

Schools must still satisfy themselves that the agency has carried out the necessary checks in accordance with Appendix 2 including. It is advised that written confirmation is sought from the agency supplying the member of staff to confirm that relevant checks and appropriate certificates have been obtained including an enhanced DBS and the date that confirmation was received.

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.

Schools must ensure that the person presenting themselves for work is the same person on whom the checks have been made.

2.10 Students and Trainee Teachers

The same checks detailed within this policy should be applied to student and trainee teachers.

2.11 Employees transferring from one Oldham School/Academy to another or joining from another Authority

New checks should be carried out for each and every external appointment. A previous school's checks cannot be accepted. A new enhanced DBS check should also be obtained.

2.12 Public Sector Equality Duty

This policy and guidance has been assessed in line with the Public Sector Equality Duty.

Appendices

Appendix 1	Training for Recruitment and Selection in Schools
Appendix 2	Checklist for School Recruitment
Appendix 3	a) Shortlisting Matrix b) Interview Form
Appendix 4	a) Reference Request Form b) Reference Request Letter
Appendix 5	Example Invitation to Interview Letter b) Advice on Conducting the Interview
Appendix 6	Teaching Agency Checking Guidance
Appendix 7	Guidance for Continuing Awareness
Appendix 8	Personnel File Checklist

Training for Recruitment and Selection in Schools

What is Safer Recruitment?

Safer Recruitment is a training course developed for Head teachers and governors that aims to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children providing valuable background information, advice about a safer school culture, best practice suggestions and practical advice to strengthen safeguards against employing unsuitable people.

Why is the training important?

The Bichard Inquiry concluded that schools need to pay more attention to issues about safeguarding children when they recruit and appoint staff. Sir Michael Bichard recommended that Head teachers and school governors should receive training to help strengthen the recruitment process and procedures. **It is now a statutory requirement that at least one person on every interview panel must have completed this training.**

How do I access the training?

The training course provided by the Local Authority can be accessed by contacting Colette Morris (LADO) on 0161 770 8870.

APPENDIX 2

Pre-employment Checklist for Schools

	Initials	
Training: Has at least one member of the shortlisting and interview panel carried out the Safer Recruitment Training (1.4 of the policy)		
Advertising: to include reference to policy statement of safeguarding and promoting welfare of children (2.4.7 of the guidance)		
Application Forms: The candidates should provide information on their employment history and if appropriate adequately explain the reasons for any gaps in employment. Ensure all candidates have completed the Rehabilitation of Offenders Act declaration and signed and dated the form		
Shortlisting: at least two people on the interview panel have been involved in shortlisting		
References: sent for – a minimum of two – use templates in this policy		
Invitation to interview sent, to include relevant information and instructions including directions and what identity information is required		
References: received back. Scrutinise and check against information on application form, make note of any discrepancy/issue of concern to bring up at interview.		
Interview: At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards: one member must have completed Safer Recruitment Training		
Conditional Offer of Employment - From 1st January 2012 support staff will not be issued a conditional offer letter but a contract as do teachers. The contract will state that they will be dismissed if employment checks are not satisfactory.		
Identity verified if not completed on day of interview- original documents must be seen. Copies must be placed on the personnel file. The photocopy must be signed and dated by the person who has viewed the original and state that it is true copy.		
Right to work in UK: The candidate has provided satisfactory evidence, in accordance with Sections 15 to 26 of the Immigration, Asylum and Nationality Act 2006 that they have the right to work in the UK and to undertake the type of work.		

References: If not obtained and scrutinised previously		
DBS : Enhanced level Disclosure and Barring Service disclosure		
has been undertaken and a satisfactory disclosure certificate received and recorded Additionally for overseas candidates a certificate of good conduct issued by the relevant police force in their last country.		
Medical Clearance: Occupational health confirms the candidate is medically fit both physically and mentally to undertake this post in accordance with the Fitness to teach guidance 2007. Also applies to support staff.		
Qualifications checked : If not verified on day of interview, the candidate needs to provide original qualification certificates and/or copies certified by awarding institutions and evidence they have obtained all of the academic and professional qualifications they claim to have achieved		
Online Checks – Carry out online search, to identify any incidents or issues that have happened, and are publicly available online		
For Teachers : Teaching Agency : Contact with the Teaching Agency verifies the teacher is qualified to teach QTS : for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS. The candidate needs to provide original documentary evidence		
For Teachers : Statutory induction completed : for teachers who obtained QTS after 7 May 1999, the candidate has provided documentary evidence they have successfully completed the statutory induction period		
Teachers Pensions : full-time and part-time teachers should automatically be in the scheme unless they have requested to opt out. LGPS – support staff are automatically entered into the scheme from the date they start unless they opt out		
SUPPLY TEACHERS : written confirmation has been obtained from the agency that all appropriate checks have been undertaken. Where the Disclosure contains information a copy of the Disclosure has been seen.		
VOLUNTEERS : Follow the above list for volunteers		

Example Shortlisting Matrix Form

Education & Qualifications Selection Criteria	<u>Candidate Number</u>									
	1	2	3	4	5	6	7	8	9	10
Knowledge & Experience Selection Criteria, to be able to demonstrate an understanding <u>and application of:</u>										


Skills & Abilities Selection Criteria, Leadership Skills, the ability to use appropriate leadership styles in different situations in order to:										

Should any candidate complain of unfair selection or discrimination your shortlist and interview decisions must be available, it is advisable to keep copies to assist you should a complaint be made

Please also note, copies of any notes relating to your shortlisting and interview decisions are important to keep for at least 6 months.

	COMMENTS	
Q5		Score _____
Q6		Score _____
Q7		Score _____
Q8		Score _____
Q9		Score _____
Q10		Score _____

	COMMENTS	
Q11 		Score _____
Q12		Score _____
Q13 		Score _____

Strengths 	
Areas for Development	

Reference Request

Name of Applicant:

Position Applied for:

The Applicant's dates of employment	From:	To:
Current Salary	Scale	Amount £
Job Title		
Reason for Leaving		

Please tick in the following boxes to illustrate as accurately as possible your opinion of the applicant

5= <i>Exceptional</i> 4 = <i>Good</i> 3 = <i>Average</i> 2 = <i>Weak</i> 1 = <i>Very weak</i>	5	4	3	2	1	Further comment if necessary
Quality of teaching						
Classroom Management						
Soundness of assessment						
Ability to innovate and inspire						
Ability to manage members of a team						
Stamina to cope with the demands of the job						
Communication skills						
Integrity						
Readiness to show initiative						

Resourceful under pressure						
Ability to listen and accept constructive criticism						
Self-awareness						
Positive and good-humoured in outlook						
Capacity to be flexible						
Dependability and co-operation						
Relationships with staff						
<i>5= Exceptional</i> <i>4 = Good</i> <i>3 = Average</i> <i>2 = Weak</i> <i>1 = Very weak</i>	5	4	3	2	1	Further comment if necessary
Relationships with students						
Relationships with parents						
Ability to negotiate and manage conflict						
Administrative efficiency						
Ability to prioritise						
Attention to detail						
Public presentation skills						
Attendance and punctuality						
Contribution to extra-curricular activities						
Competence in and use of ICT						
Awareness of trends and developments in education						

Commitment to own professional development						
--	--	--	--	--	--	--

Has the candidate's health ever been such that s/he could not regularly fulfil the prescribed duties of a teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Has the candidate ever been the subject of disciplinary or competency procedures? (if yes please give details on a separate sheet and attach)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Do you have any reservations about supporting the candidate's application for this post? (if yes please state them on a separate sheet and attach).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Would this person be a serious candidate with a real chance of appointment for a similar role within your organisation?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Have there ever been 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? (if yes please give details of those concerns and the outcome (e.g. whether allegations or concern was investigated, the conclusion reached and how the matter was resolved) on a separate sheet and attach).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

Please confirm that the reference has been freely written and is not the subject of a compromise agreement:	Yes I can confirm <input type="checkbox"/>
	No. I cannot confirm <input type="checkbox"/>

Signed:		Address:
Name:		
Position		

APPENDIX 4b

Example letter to be sent with reference request

Dear

Reference request for

The above candidate has given us your name as a referee. I would be very grateful therefore if you would complete the enclosed reference form and return it to this address.

This form has been designed to follow the DfE recommendations for staff within schools and I would be most grateful if you could complete all sections.

To give you a better awareness of the nature and demands of the job the applicant has applied for, I enclose a copy of the relevant Job Description and Person Specification.

Information provided on this reference request will only be used for the purposes of recruitment and selection and will be held in accordance with the Data Protection Act 1998.

I would be grateful if you would return this form within seven working days.

Thank you for taking the time to complete this reference. Should you have any queries please contact

Yours sincerely

.....

nc. Job Description and Person Specification

Example invitation to interview Letter

Dear Candidate,

TITLE: <POST DETAILS>

Following receipt of your application form you have been short listed for the above post and are therefore invited to an interview on <DATE>

The interview will take place at <TIME> and will be held at <ADDRESS>. Directions to the venue are enclosed for your information and you will be met on arrival at the main reception area.

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

In preparation of your interview you are requested to create a 15 minute presentation on the subject of <SUBJECT> and present to the panel immediately following the interview. Do not hesitate to contact us if you require other equipment or resources.

The panel will comprise of <NAMES OF PANEL AND POST TITLES> The

interview will take places as follows:

<TIME>	Panel Interview	45 minutes
<TIME>	Questions from panel and candidate	20 minutes
<TIME>	<u>Presentation</u>	15 minutes

The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation.

Please also bring with you original documents confirming your qualifications gained.

This post is also subject to a DBS check and it will be necessary to complete an application form for a DBS Enhanced Disclosure. Please bring documentary evidence of your identity suitable for such a check. (i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows your current name and address and where appropriate change of name documentation.

I would be grateful if you could contact <name and telephone number> to confirm your attendance at the interview and whether you require any other equipment or resources for your presentation. If you have any questions/queries relating to the selection process he/she will be happy to respond to them.

If you have a disability you should contact <NAME> on <TELEPHONE> to discuss any adaptations required for your interview as soon as possible to enable arrangements to be made.

I look forward to meeting you on <DATE>

Yours sincerely,

<NAME>

Headteacher

Enc

Conducting Interviews

Introduction

Effective interviewing is a skill that needs to be developed through training. This document is not a substitute for that. This document has been produced based on the principles of the Safer Recruitment Online Training programme. It is a requirement, that at least one member of the recruiting panel has completed the Safer Recruitment Online Training, detailed in Appendix 1 of the Recruitment and Selection Policy.

Your aim should be to ensure the interview is fair and to reach an agreed view on the individual.

No personal feelings or assumptions should inform the interview or any decisions that are made afterwards.

Planning

Before the interview all interviewers must ensure they have:

- Studied the job description and person specification
- Clarified what is written in references received from past employers is accurately portrayed in the application form
- Read the application forms of candidates to be interviewed and noted any areas of concern and prepared questions to elaborate on the application.
- Interview assessment sheets to make notes as the interview progresses.
- Information relating to terms and conditions of employment
- Knowledge of special requirements arranged (if needed) for disabled candidates.
- Informed the staff at Reception that the interviews are taking place.

The interviewing panel should meet at least 15 minutes before the first candidate to ensure that they have time to agree the role of each interviewer and the sequence/structure of questioning. Draft questions should be prepared in advance, e.g. at the shortlisting stage and relate to the person specification. The approach, content and structure should be applied consistently to all candidates.

The questions should be designed to obtain information for assessing each candidate against the person specification; questions of a discriminatory nature must not be used, e.g. asking if a female candidate intends to have any children in the future.

A short time should be spent on an introduction of the panel and background to the School and LA. Effective interviewing is not asking questions in rapid succession, and it is not an interrogation. It should be a two way process. To help improve the effectiveness and fairness of interviewing the panel need to remember:

The object of the interview

To learn more about the candidate e.g. establish knowledge, technical expertise and to assess them against the criteria.

To check for gaps in the employment record. This is particularly important for when working in schools, but may also draw out other skills derived from other life experiences or voluntary work.

To give candidates a fair chance.

To restrict questions to job related criteria but to probe where the candidate has revealed significant information.

To provide information about the School in a positive way.

To encourage candidates to talk and relax, ask them open questions (remember the interview is stressful for candidates).

To inform the candidate about the job, reward package, duties etc. To select the best candidate.

Other Objectives

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also take care to explore other aspects of the applicant's attitudes and background

The candidate's attitude towards children and young people can be assessed through conversation and careful questioning.

Rather than having anything serious to hide, the candidate may have omitted details of extended travel or jobs felt to be of little relevance to the teaching post. However, such gaps in the candidate's employment history should be explored in the interests of gaining a complete picture of the candidate's past.

Concerns will arise where discrepancies exist between the information provided by the candidate and/or a referee. These should be checked with the referee before the interview where possible and taken up with the candidate during the interview.

Recruitment Errors

The interviewer also needs to understand obstacles to interviewing.

The success of a safer recruitment process is dependent on the school's recognition and consequent rejection of potentially unsuitable applicants before or at the interview.

Any approach that undermines this process (either by failing to focus on behaviour and attitudes or by failing to reject applicants who are unsuitable) is potentially supporting abuse.

With this in mind, the recruitment process should guard against the most common errors.

Common recruitment errors include:

- focusing solely on academic qualifications/practical skills. This approach will fail to identify unsuitable behaviours
- appointing the 'best of a bad lot' (though this may be difficult to avoid when the field of applicants is poor)
- appointing 'because there is no one else'

Talking rather than listening – talking too much about the job and the School and not questioning the candidate could result in recruiting someone who does not fit the role.

Using instinct – liking a candidate immediately and not questioning and listening effectively, this could prove costly if the interviewer's instinct is wrong.

Failing to study the application form and job description and person specification – this may result in an under or over qualified employee. One may create performance problems and the other may leave within a short time.

Keeping a closed mind – having an image of exactly the qualities required and not considering any other qualities may result in missing someone special who might enhance the team.

Missing vital information – staying so rigidly to the questions and failing to probe or even notice any passing comment the candidate may make could result in failing to find what the candidate is really like.

Not allowing the candidate to ask questions – the type of questions a candidate asks indicate the criteria they want from the job.

Not putting all the information relating to the candidate together – comparing the assessment forms, interview answers, test results, references etc. This is more reliable than using only part of the information available.

accepting a short and un-detailed answer and moving on - probe and ask further question if required

Open questions require a fuller answer:

What?, who?, how?, why?, where?, which? Tell

me about..., Please describe...

What if..?

What do you think are the qualities..?

Give some examples which you think reflect these qualities...

What attracted you to teaching/caretaking in a school..? Give examples of situations where you have had to...

How have you managed a situation where..?

Appropriate questioning during the interview process will encourage unsuitable applicants to display unsuitable behaviour/attitudes.

As a rule, the candidate should be asked to relate their actual experiences, attitudes and abilities. Hypothetical questions should be avoided where possible. However, they may be necessary with an inexperienced candidate, or someone who has not worked with children before.

Identifying Concerns at Interview

Recruitment panels ought to be concerned where the candidate demonstrates:

- attitudes which attribute adult experience and knowledge to children, especially sexual knowledge or behaviour
- disproportionate amount of extra-curricular time spent in activities involving children
- personal life/work imbalance, including paucity of adult relationships/leisure pursuits
- attitudes which appear to underestimate the incidence and impact of sexual abuse
- an inability to recognise or respect boundaries around physical contact
- an inability to appreciate or describe the appropriate boundaries of a professional relationship with children or to distinguish between appropriate and inappropriate behaviour

Some of these features may have entirely satisfactory explanations. Others, or combinations of these features, should raise serious concerns

A word of caution

Not everyone whose responses arouse concern will be a potential abuser. Poorly articulated, hesitant or contradictory responses at interview may cause concerns, but such responses may be signs of embarrassment, caution or interview nerves.

For example; someone who has never worked with children might find it difficult to think of examples of appropriate and inappropriate behaviour off the cuff or have the vocabulary to discuss the matter freely.

To explore and assess an interviewee's stance on these sensitive issues in the time available during an interview is a challenge and it is important that the subject is dealt with carefully.

Indications of physical abusers

Indications that an applicant may have a tendency towards physical abuse may be revealed in references which may contain evidence of past incidents involving physical abuse.

In interview, the indicators for a physical abuser may include:

A lack of ability to manage conflict, or to cope with challenging behavior

Inability to recognise or respect boundaries around physical contact, e.g. when physical intervention is appropriate and reasonable to restrain or control a pupil, and what kind and degree of intervention might be acceptable in different circumstances

A worldview in which physical violence is an acceptable solution to problems or disputes

An inflexible authoritarian approach to classroom discipline, or an unrealistic reliance on children's reasonableness

Poor classroom management and an inability to exercise appropriate control and discipline

Is your school a soft target?

There are a number of ways in which a school might provide a soft target for abusers. One is by failing to apply the safeguarding measures we recommend when recruiting staff. For example:

- failing to obtain comprehensive information about candidates' background, or accepting an applicant's c.v. instead of an application form
- accepting open testimonials or references provided by the candidate rather than obtaining independent references that answer specific questions about his or her past performance and suitability to work with children
- accepting a candidate's statements at face value and not carrying out pre-employment checks to verify identity, qualifications, etc
- during recruitment, only focusing on acquiring someone who is good at their role rather than also considering that person's attitudes towards children
- operating less stringent procedures for non-teaching staff or those who will not have direct responsibility for children

For most recruiters, the interview is the most challenging part of the recruitment process. In particular, the focus on exploring the candidate's attitudes in relation to suitability for work with children, and the need to ask probing questions on this sensitive subject may cause some disquiet.

After all, you are conducting an interview, not an interrogation and you may be as concerned about not scaring off a promising applicant as you are about deterring an unsuitable one. It is important therefore to ask the questions and explore the answers in a non-threatening and matter of fact way.

Concluding the interview.

Many interviews conclude naturally when both candidate and panel feel they have as much information as they need at this stage. Interviews should last long enough to obtain the information required to make a decision, approximately 30 - 60 minutes however, they should not over run, as consideration should be given to other candidates. Arrangements can be made for candidates to be invited back a second time to be interviewed in more depth. Candidates need to be informed at the beginning of the process if second interviews are required. Notes should be retained from the first stage to inform the second interview stage.

The candidate must be informed of the next stage e.g. interviews are continuing for a week and that they will be informed by a certain date.

The General Teaching Council for England (GTC) has ceased operations.

The NCTL, a new executive agency of the Department for Education (DfE), will be the body responsible for the following activities in England:

- The award of Qualified Teacher Status (QTS)
- The issue of induction certificates
- Hearing induction appeals
- The regulation of the teaching profession

The Education Act 2011 confirms that all GTC sanctions will remain in force following the GTC's closure with the exception of reprimands.

Further information about the NCTL can be found via the link below:

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

General enquiries

If you are a teacher or a member of the public and have an enquiry, please call 0370 000 2288.

Employers:

The LA check the Teaching Agency on your behalf to ensure that a teacher is qualified to teach, but if you are a school and would like more information on how to access this free service contact your HR Administrator at Unity Partnership.

Continuing Awareness

The following statement from the DfE should be considered throughout the working environment:

It is vital that the measures described in this guidance are applied thoroughly whenever someone is recruited to work with children, but that must not be the end of the matter. Schools and FE institutions are safe environments for the great majority of children, and the vast majority of people who work with children have their safety and welfare at heart. But we must not be complacent. We know that some people seek access to children in order to abuse, and that abused children very often do not disclose the abuse at the time. We also know that some of the allegations of abuse made against staff are substantiated, and we continue to see a number of cases year on year in which teachers and other staff are convicted of criminal offences involving the abuse of children.

It is crucial therefore that everyone working in a school or any other setting providing for children is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. And it is equally important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues, and that those concerns, and concerns expressed by children, parents or others are listened to and taken seriously.

It will often be hard to give credence to concerns particularly if they are about a long serving and trusted colleague. Unfortunately those concerns will sometimes be true and it is important that they are taken seriously and not simply dismissed. Where concerns have not been taken seriously in the past a person has been able to continue abusing children, sometimes for many years. It is vital therefore that all concerns are taken seriously and that, where appropriate, action is taken in accordance with the procedures for dealing with allegations against education staff.

RECRUITMENT DOCUMENTS – RETENTION CHECKLIST

NOTE: You are NOT required to keep copies of any documentation seen in order to check the identity of workers supplied by a third party, for example agency and contractors staff.

DOCUMENT/ CHECK	COMMENTS	SINGLE CENTRAL RECORD (SCR)	RETENTION PERIOD
Application form	A successful candidates application form MUST be retained	No requirement for a record on the SCR	6 years from last date of employment
Identity documents	<p>There are a number of documents that can be produced to prove identity. Any document accepted MUST be an original.</p> <p>If you are applying for a DBS check for the recruit you need to see documents in accordance with the DBS requirements:</p> <p>http://www.direct.gov.uk/en/Employment/Startinganewjob/DG_195811</p> <p>If you are not applying for DBS, this will only be where you are employing someone checked by another Oldham school in the last three years, you MUST still check identity by requesting to see either</p>	<p>Separate copies of documents other than those on the personnel file are not required to be kept in order to meet the requirements of maintaining the single central record. However the type of documents used should be recorded on the register together with the date they were seen and by whom they were checked.</p>	6 years from last date of employment

	<p>plus a document such as a utility bill or financial statement that shows the candidate's current name and address and where appropriate change of name documentation.</p> <p>In summary, the proof should include name, date of birth, address and photographic identity and be within a valid time period if there are any expiry dates on the document.</p> <p>A copy of the documents used to verify the successful candidate's identity, MUST be kept for the personnel file. The person</p>		
<p>Right to work in the U.K documents</p>	<p>You MUST check that your new recruit is eligible to work in the UK, this can be checked at:</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571001/Employer_s_guide_to_right_to_work_checks.pdf</p> <p>Documents that can be accepted can be found at:</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441957/employers_guide_to_acceptable_right_to_work_documents_v5.pdf</p> <p>Further checks must be undertaken if your worker has a limited right to work in the UK, checks</p>	<p>Separate copies of documents other than those on the personnel file are not required to be kept in order to meet the requirements of maintaining the single central record. However the type of documents used should be recorded on the register together with the date they were seen and by whom they were checked.</p>	<p>6 years from last date of employment</p>

	<p>You MUST keep a record of relevant documents you are shown, by either photocopying them or scanning and saving them electronically on a non-rewritable disk, eg CD-R or DVD-R.</p> <p>With passports and travel documents, copy:</p> <ul style="list-style-type: none"> • the front cover • the date of expiry • any photographs and signature • all of the pages giving your potential employee's personal details including nationality • pages containing a UK government stamp, or endorsement allowing your employee to do the work you are offering <p>You should copy other documents in their entirety. The copy must be signed and dated with a note to say it is a true copy.</p> <p>Please be advised that for sponsored employees</p> <p>NOTE: The requirement to check right to work and retain copies of documents does not apply to staff appointed before 27th January 1997. You are not required to ask these staff for proof of the right to work in the UK</p>		
<p>DBS Checks</p>	<p>You may wish to keep a copy of the application form pending receipt of the completed check. The application form should then be securely destroyed.</p> <p>Disclosure certificates should not be kept for no longer than is necessary and for a maximum of six</p>		

	dispute is raised or, in exceptional circumstances, where DBS agreement is secured.	certificate, the date the certificate was obtained and who saw it.	
Qualifications	You MUST keep copies of all certificates which prove the individual holds a qualification legally required for the job – e.g Qualified Teacher Status or NPQH. The original documents must be seen and note made on the photocopy of the date and who saw it.	A description of the evidence seen and date MUST be recorded.	6 years from last date of employment
NCTL	You MUST check on-line that teachers, including overseas and trainee teachers are qualified to teach.	A description of the evidence seen and date MUST be recorded under the Qualifications Heading	6 years from last date of employment
References	You MUST keep references received and notes of any telephone conversations with a previous employer.	No requirement for a record on the SCR	6 years from last date of employment
Overseas Criminal records	If the appointee has lived outside the U.K, in addition to a DBS check you should keep any certificate of good conduct from relevant embassies or police forces.	A description of the evidence seen and date MUST be recorded	6 years from last date of employment

Record of document review and amendments by Oldham LA

Date	Amended by	Comments
Sept 2017	VF/DT	A number of updates throughout.