



Hawkey Hall High School

POLICY NAME: Recruitment Procedure

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SIGNATURE: *Fraser*

Chair of Governors



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1. Purpose

The purpose of this policy is to ensure that safe and fair recruitment practices are rigorously enforced and that the school adopts a coherent and consistent approach to recruiting and retaining staff of the highest caliber, who will help achieve the school's vision.

2. Identification of the need for an appointment

The staffing structure and need for certain posts will be assessed when a member of staff leaves, when the budget is under review or at other appropriate times.

3. Documentation

Before advertising, the headteacher will ensure appropriate documentation is available for prospective applicants including an up-to-date job description and person specification.

Once the need for an appointment has been identified, the school will proceed to advertise internally, locally, and nationally as appropriate. Advertisements will carry information about the school and post and reference to the school's policy on safeguarding children.

Potential candidates will be sent an information pack containing the following:

- An up-to-date Job description and person specification
- Details of how to apply and the closing dates
- Information about the school and whether it will be possible to make an exploratory visit prior to applying
- An application form
- A statement of commitment to safeguarding children and young people
- Information about the salary and staff benefits

4. Applicants and shortlisting

An appointment panel will be established, as outlined in the Rowan Learning Trust's Scheme of Delegation. The panel must contain at least one senior member of staff and / or Local Governing Body member who has been through appropriate safer recruitment training.

Once the closing date has passed, the candidates should be shortlisted using the criteria established within the person specification. Shortlisted candidates should be invited to school for a tour (if they have not already attended a tour prior to submitting their application) with a member of the senior leadership team before being invited for interview.

In addition, as part of the shortlisting process, an online search should be carried out to help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

5. Selection procedures

Interviews will normally take place over the course of a day – more if it is a senior post. The day will normally start with a welcome and introduction by the headteacher. A

variety of selection procedures may be used, relating to essential and desirable characteristics including competencies identified within the person specification. You may wish to consider using some of the following methods, where appropriate:

Competency based questioning – candidates are asked a series of probing questions around past activities to establish what experience they have of typical situations (e.g., running a project, leading a team, communicating with angry parents), what they did, what happened as a result, what they learnt about such situations, what they might do differently, what feedback they have received.

Critical Incident interviewing – candidates are asked to talk about particular events or development in their career. This can provide insights into motives and ways of working.

Teaching a lesson - this provides very important information, especially about how well the candidates plan lessons, how they interact with students and how well they teach.

Student Interview Panel - candidates are interviewed by students. This allows students to provide feedback to the final panel and often provides a useful insight into how candidates communicate with students.

In-tray / e-mail response exercises - shows how effectively candidates can organise their work, prioritise, interpret, and respond to messages. Candidates may be asked to communicate their initial thoughts in writing if written communication is key or orally to a panel where their underlying assumptions and beliefs may be explored further.

Presentation - useful for headteacher appointments or other senior posts where the ability to present information and ideas to parents and other stakeholders is important.

Group exercise - a structured discussion with other candidates to assess teamwork and negotiation skills.

The final interview will involve key members of the appointment panel. The panel will receive feedback from each of the various selection activities that have taken place and then proceed to the final interview. Further shortlisting may occur prior to the final interview.

Questions and tasks for all the above activities need to be planned in advance. All candidates must be given the same opportunity to provide evidence of competency against the chosen selection criteria. The agreed questioning framework should be followed for all candidates, but panelists may exercise discretion as to which supplementary questions they ask. If they feel there is a need to probe further, they should do so. However, if the panel believes they have sufficient evidence to make a judgment about an area of competency there is no need to ask further questions.

It is entirely appropriate to ask candidates about issues arising from their initial application and from other selection methods used on the day.

6. References

References will be requested, prior to interview, from both referees nominated by the candidate, one of which should be an up-to-date employer referee i.e., current or the most recent employer where the candidate had experience of working with children or young people.

The school will request a written reference – and, in appropriate cases - for the referee to complete a simple tick sheet. The school will request information about:

- Dates of employment and job role
- The candidate's suitability for the post
- Disciplinary record
- Whether there are any concerns about the candidate's suitability to work with children or young people
- Whether the referee would re-employ were there a suitable post.

References will be read before the interview so that the panel may decide whether any issues arising can be investigated during the interview. The candidate will be asked in the interview to explain any gaps in employment on the application form.

7. The appointment

The successful candidate should be made a verbal offer of the post. If they accept, then they are sent a formal offer which states that the appointment is subject to satisfactory completion of pre-employment checks.

The unsuccessful candidates are informed and offered a debrief on their performance.

8. Pre-employment checks

The school will make the following pre-employment checks:

- Verify the candidate's identity (original documents must be seen)
- Obtain an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK.
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: [criminal records check for overseas applicants](#)
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- the receipt of at least two satisfactory references (if those have not already been received)
- verification of professional status where required e.g., NCTL registration, QTS status (unless properly exempted), National Professional Qualification for Headship (NPQH)

- For teaching posts - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- For non-teaching posts - satisfactory completion of the probationary period
- A section 128 check to see whether a person is banned from being involved in the management and governance of schools.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

9. Dealing with convictions

The exemption provisions under the Rehabilitation of Offenders Act 1974 does not apply to positions which involve working with or having access to students. Therefore, any convictions and cautions that would normally be considered 'SPENT' must be declared when applying for any position at the school. If a DBS Certificate is returned with details of convictions, consideration will be given to:

- the nature, seriousness, and relevance of the offence
- how long ago the offence occurred
- one-off or history of offences
- changes in circumstances
- decriminalisation and remorse

A formal meeting will take place face-to-face to establish the facts with the headteacher. A decision will be made following this meeting.

10. Induction

All newly appointed staff should attend an induction which will include ensuring the appointee understands the school's relevant procedures. All staff should be aware of systems within their school which support safeguarding, and these should be explained to them as part of the staff induction. This should be completed within two weeks of commencing employment and the employee should be asked to sign the trusts induction checklist. Appropriate training will be provided for safeguarding and child protection, and where any gaps have been identified.

Schools may also wish consider arranging a supplementary discussion with a member of SLT and the new employee, to discuss how well they have settled into their new role.

