



Botley School
and
Elms Road Children's Centre
Safer Recruitment and Retention Policy

Safer Recruitment –also see appendix 1

Botley School and Elms Rd Children's Centre are committed to safeguarding and promoting the welfare of children.

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

We believe that our staff is our most important resource and that our pupil's learning should be managed by highly motivated and capable staff with relevant skills.

Trained in Safer Recruitment are:

Headteacher – Alison Marsh

Children's Centre Manager – Sue Dowe

Chair of Governors – Lorraine Desai

Vice Chair of Governors – Annette Ahern

This policy also relates to:

- The Child Protection Policy
- Equality and Diversity Policy
- Pay Policy
- Performance Management Agreement Policy ([Appraisal Policy](#))

Guidelines for implementation

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.

Documentation

Before advertising, the Headteacher /CC Manager 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. Most posts will be advertised by the LA vacancy system.

Advertisements will carry information about the school and post and reference to the school's policy on safeguarding children. Along with the advert, potential candidates will have access to 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 /link to electronic application for online applications
- A statement of commitment to safeguarding children and young people as follows:

The following statement: **“this school and the local authority are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A full DBS check is required for this post prior to commencement”** should appear in all advertisements.

Applications and Shortlisting

An appointment team will be established at this stage which will usually consist of:

- The headteacher/CC Manager or Senior Leadership Team members
- Other relevant staff e.g. SENCO, the line manager where this is not either of the above
- One or more governors where practical
- Oxfordshire LA guidance sets out in more detail how the selection process applies to deputy and headteacher posts.

Once the closing date has passed, the appointment team will shortlist the candidates using criteria established within the person specification.

Shortlisted candidates will then be invited for interview explaining that referees will be contacted and given further information about what they need to do in preparation. This will include bringing appropriate documentation so that a criminal record bureau check can be initiated for the successful candidate.

Selection Procedures

Interview 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 and at some stage a tour of the school - with pupils, where practicable. Time will be set aside to provide candidates with information about the post and the team they will be working with.

A variety of selection procedures will be used, relating to essential and desirable characteristics including competencies identified within the person specification for example: **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 pupils and how well they teach. This does need careful planning and pupils need to be told in advance what they are doing and why. Where it is not practical for a lesson to take place, something as simple as a discussion between the candidate and pupils can provide useful insights.

Student Interview Panel. Pupils quiz candidates. This allows pupils to provide feedback to the final panel and often provides a fascinating and very useful insight into how candidates communicate with pupils. Pupils very often provide interesting and useful feedback, which adds much to the selection procedure.

In-tray / e-mail response exercises. These show 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.

The final interview. will involve key members of the appointment team. The panel will receive feedback from each of the various selection activities that have taken place and then proceed to agree questions for the final interview. Some candidates may already have been eliminated by this stage.

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 panellists 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 they believe 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.

References. (also see appendix 2 and 3)References will be requested, prior to interview, from both of the 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
- Sickness / absence record (if appropriate)
- 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 chair may decide whether any issues arising can be investigated during the interview.

The appointment. Taking all the evidence gathered, the panel makes its choice. The successful candidate is 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 including health and DBS checks.

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

Safeguarding procedures on the interview day

During the day, the following checks will be made

- Proof of identity
- Academic qualifications
- A ~~criminal record bureau~~ Disclosure Barring Service check will be initiated for the successful candidate – all candidates will be asked to bring appropriate documentation for this.
- Candidates will be observed at all times when there may be contact with children and any concerns raised will be passed to the panel.
- The candidate will be asked in the interview to explain any gaps in time on the application form

After the Appointment. The successful candidate will be sent a formal offer of the post, which they must respond to in writing. A contract of employment will be issued in due course.

An induction programme will be compiled by the relevant member of staff (Usually the Business manager) which will include ensuring the appointee understands the school's safeguarding procedures.

Training will be provided where gaps have been identified.

Monitoring, evaluation & review. The school will evaluate its appointment procedures each year and make appropriate revisions. This will include asking people involved in selection procedures – staff, pupils, governors and candidates how they can be improved.

Retention of Staff

It can be difficult to recruit or retain teachers in any area, and is especially hard in some parts of the country, or in some subjects. It is therefore important for headteachers and governors to have a strategy to attract retain and motivate staff. This can be achieved in a variety of ways, including pay awards, opportunities for continuing professional development, recognising and celebrating effort and success, paying attention to the working environment and reducing bureaucracy.

Roles and responsibilities of Headteacher, other staff, Governors

The **Headteacher** will:

- Evaluate, at least annually, and whenever a vacancy arises, the staffing structure to ensure that it meets the changing needs of the school
- Review regularly the documentation provided for potential applicants for posts to enable them to make well-informed decisions about whether to apply
- Ensure that staff and governors involved in recruitment procedures are trained
- monitor the number and role of support staff to ensure that their skills and talents, and those of the teachers, are used to the full
- Use the performance management strategy to identify, share and celebrate good practice and to generate evidence for threshold applications and salary reviews
- The Business Manager will manage the induction of new staff, and Assistant Headteachers will mentor newly qualified teachers, and as a Senior Leadership Team, we are committed to continuing the professional development of all staff.

Appendix 1
**SAFER RECRUITMENT IN SCHOOLS – RECRUITMENT & SELECTION
CHECKLIST**

This document has been designed with reference to [DCFS: Every Child Matters – Safeguarding Children & Safer Recruitment in Education](#) guidance.

PRE-INTERVIEW	Initials	Date
<p>Planning: Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc Paragraphs 3.17-3.20 and 3.22 to 3.29</p>		
<p>Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked Paragraphs 3.15, 3.16 and 3.21</p>		
<p>Applications on receipt Scrutinised – any discrepancies/anomalies/gaps in employment note to explore if candidate considered for short listing Paragraphs 3.30,3.31 and 3.33</p>		
<p>SHORTLISTING</p>		
<p>References – seeking Sought directly from referee on short listed candidates; ask recommended specific questions; include statement about liability for accuracy Paragraphs 3.32 and 4.30to 4.36</p>		
<p>References – on receipt Check against information on applications: scrutinised; any discrepancy/ issue of concern note to take up with applicant (at interview if possible) Paragraphs 4.35 and 4.36</p>		
<p>Invitation to interview Includes all relevant information and instructions – remember to ask all interviewees to bring evidence of their qualifications, documents for CRB and identify checks inc GTC registration if appropriate Paragraphs 3.36 to 3.39</p>		
<p>Interview arrangements At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/ assessment criteria / standards</p>		

Paragraphs 3.40 to 3.42		
Interview Explore applicants' suitability for work with children as well as for the post Paragraphs 3.43 and 3.44		
Note: Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for CRB Disclosure Paragraphs 3.37 and 3.38		
Conditional Offer of Appointment; pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks where necessary and for non-teaching posts a probationary period Paragraphs 3.45 to 3.49		
References (if not obtained and scrutinised previously)		
Identity (if that could not be verified straight after interview) Paragraph 4.13		
Qualifications (if not verified on the day of interview) Paragraph 4.28		
Permission to work in UK if required - Paragraph 4.65		
CRB – Where appropriate satisfied CRB Disclosure received – Paragraph 4.18 to 4.21		
List 99 – person is not prohibited from taking up the post Paragraph 4.15		
Health – the candidate is medically fit Paragraph 4.38		
GTC England – (for teaching posts) the teacher is registered with the GTC or exempt from registration Paragraph 4.39		
QTS – (for teaching posts) the teacher has to obtain QTS or is exempt from the requirement to hold qualified teacher status Paragraph 4.40		
Statutory induction (for teacher who obtained QTS after 7 May 1999) Paragraph 3.50 and 3.51		

Dear

Post Title:

..... has been shortlisted for the above post at this school and has given your name as referee.

I enclose a copy of the information supplied to candidates together with a referee questionnaire. I would be grateful if you would complete and return the attached referee questionnaire regarding’s suitability for this post, bearing in mind the attached information. In accordance with guidance on safeguarding children, please also comment on’s suitability to work with children. Interviews are being held on so a response by that date would be appreciated. Signed references may be faxed in confidence on (email.....).

May I take this opportunity to remind you that you have the responsibility to ensure the reference is accurate and does not contain any material misstatement or omission and that relevant factual content of the reference may be discussed with the applicant. Please note that employees have the right to see their personal files. Your reference may, therefore, be seen by the applicant if appointed.

I would like to take this opportunity of thanking you in advance for your assistance. If you have any queries, please contact, on

Yours sincerely

.....
Headteacher

Confidential Reference
For the position of -----

Candidate's Name:				
SUITABILITY FOR THE POST				
Please tick	Excellent	Good	Satisfactory	Cause for Concern
1. High standard of personal and professional values				
2. Relationships with adults				
3. Relationship with children				
4. Ability to motivate and inspire learners				
5. Ability to differentiate learning according to needs				
6. Knowledge of the primary curriculum				
7. Ability to think creatively when planning				
8. Evidence of positive behaviour management				
9. Reliability				
10. Punctuality				
11. Ability to work within a team and make valuable contributions				
12. Ability to work under pressure and meet deadlines				
13. Ability to work in partnership with parents and keep them informed of their child's progress				
14. Ability to contribute to the wider aspects of school life				
15. Understanding and ability to carry out accurate teachers assessments				
16. Organisational skills				
17. Quality of learning environment created by the candidate				
18. Ability to self-evaluate and seek advice to improve and develop teaching				
19. Ability to use a range of teaching strategies to incorporate all learning styles				
20. Understanding of and ability to use AfL techniques				
<p>Please bold and underline the statement that you feel best fits the candidate:</p> <p style="text-align: center;"> Recommend without any reservations Recommend for our consideration Recommend with reservations Would not recommend </p>				
BACKGROUND				
How long have you known the candidate				

and in what capacity?	
PERSONNEL MATTERS	
Candidate's current position	
Date of candidates employment with you	From: To:
Extent of candidates duties	
Current salary	
Sick leave: How many days sick leave has the candidate had over the last two years?	
SUITABILITY TO WORK WITH CHILDREN	
Are you completely satisfied that the candidate is suitable to work with children? If you are not satisfied what are your concerns and the reasons why you think the candidate might not be suitable?	
DISCIPLINARY RECORD AND SAFEGUARDING CONCERNS	
To your knowledge has the applicant ever had an allegation made against them, or been under investigation, or the subject of a disciplinary enquiry or warning? If so please provide details.	
To your knowledge has the candidate been subject to any disciplinary procedures relating to the safety and welfare of children or young people including anywhere the disciplinary sanction has expired or where the allegation was unfounded and/or no	

disciplinary sanctions were imposed? If so please give details.	
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Reference completed by:	Position:
School / Organisation and address:	Date:

Any additional comments you would like to make: