



Recruitment & Appointments Policy

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1. INTRODUCTION

This policy is an essential element in creating and maintaining a safe and supportive environment for all pupils, staff and others within the school community and aims to ensure both safe and fair recruitment and selection of all staff and volunteers by:

- attracting the best possible candidates/volunteers to vacancies,
- deterring prospective candidates/volunteers who are unsuitable from applying for vacancies
- identifying and rejecting those candidates/volunteers who are unsuitable to work with children and young people.

It is vital that we adopt recruitment and selection procedures and other human resource management processes that help to deter, reject or identify people who might pose a risk to children or are otherwise unsuitable to work with them. The appointment and promotion of excellent staff is also integral to the continued success and progress of our school. Exemplary recruitment and selection practice is essential to ensure that staff roles and structures are up to date and support school development plans, and that the people appointed to carry out these roles have the skills, experience and understanding of the demands of the job to provide excellent service.

The measures described in these guidelines should be applied in relation to everyone who works in an education setting (where there are children under 18 years of age) who are likely to be perceived by the children as safe and trustworthy adults. Those are not only people who regularly come into contact with children, or who will be responsible for children, as a result of their work. They are also people who regularly work in our school when the pupils are present, who may not have direct contact with children as a result of

their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the school. This includes workers not on payroll e.g. staff employed by contractors, including supply teachers employed by agencies and unpaid volunteers.

This policy complies with guidance outlined in *Keeping Children Safe in Education – April 2014 and Dealing with allegations of abuse against teachers and other staff – DfE*.

This policy reinforces the conduct outlined in the Government Office North West 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' as well as the school's whistle blowing policy all staff are expected to be familiar with. All successful candidates for paid or volunteer employment will be made aware of these documents.

Newall Green High School is committed to using disciplinary procedures that deal effectively with those adults who fail to comply with the school's safeguarding and child protection procedures and practices.

As an employer we are under a duty to refer any allegation of abuse against a member of staff to the Local Authority Designated Officer within one working day of the allegation being made. A referral will be made if a teacher or member of staff (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- conducted an act which is deemed inappropriate and may impact on the school's reputation or confidence in staff's ability to safely work with children.

As an employer we are under a duty to refer to the Disclosure and Barring Service (DBS), any member of staff who, following disciplinary proceedings, is dismissed because of misconduct towards a pupil and we may refer any concerns we have before the completion of this process.

2. Roles and responsibilities

The Governing Body of the school will:

- ensure the school has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with Department for Education guidance and legal requirements
- monitor the school's compliance with them
- ensure that appropriate staff and governors have completed safer recruitment training

The Headteacher will:

- ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and up-dated to reflect any changes to legislation and statutory guidance
- ensure that all appropriate checks have been carried out on staff and volunteers in the school
- monitor any contractors and agencies compliance with this document
- promote the safety and well being of children and young people at every stage of this process

3. THE RECRUITMENT PROCESS

The recruitment process in its entirety follows the stages listed below. Each stage is explained in detail in the pages that follow.

1. Deciding to fill a vacancy
2. Planning
3. Advertising
4. Application Process
5. Shortlisting
6. Receiving references
7. The selection process
8. Making a decision
9. Pre-employment checks
10. Record keeping

3.1 Deciding to fill a vacancy

In reaching a decision to fill a vacancy, the following factors will be considered:

- The need to maintain the role within the current staffing structure
- Developments in relation to student numbers and other school organisational factors
- Developments in relation to workforce reform and best education practice

In the normal course of events, these decisions will be taken by the Headteacher and Deputy Headteachers, after consultation with the Senior Leadership Team.

In the event of any proposed appointment falling outside of the normal staffing structure or where there are any contentious or potentially problematic issues the matter will be referred for further consideration to the Governing Body HR and Facilities Subcommittee.

3.2 Planning

Planning is vital to successful recruitment. The key steps in this part of the process include:

- Deciding upon the appropriate salary range.

- Ensuring that the appropriate person specification and job description are compiled and that they comply with the appropriate national guidance (School Teachers' Pay and Conditions Document; Single Status Guidance).
- Checking the appropriate supporting documentation for candidates is up-to-date and ready to be issued. This documentation makes clear our commitment to safeguarding young people and ensuring equal opportunities for all members of the community. It also makes explicit the requirement to complete enhanced DBS disclosures for the successful candidate.
- Increased safeguards to help prevent unsuitable people from working with children have now been introduced with the creation of the Disclosure and Barring Service (DBS). It is a requirement that newly appointed staff and volunteers and those changing jobs in schools undergo appropriate DBS checking and clearance before working in schools.
- Deciding upon the wording for the advertisement, its location and duration.
- Scheduling the key stages of the process.
- Identifying the panel that will lead the recruitment process. This will comprise of the Chair of the Panel (Headteacher or representative), at least one Governor, and identified staff appropriate for the role in question.
- Contacting those who will be involved in the process to ensure availability.
- Booking rooms and other accommodation as required for the selection process.

3.3 Advertising

Normally, all permanent teaching appointments to Newall Green High School will be advertised in a printed or online publication circulating throughout England and Wales, (usually The Times Education Supplement).

All support staff appointments will be advertised in the local press or on the Manchester City Council website. Additional media including appropriate websites will be used where appropriate.

Typically, temporary positions (e.g. maternity contracts) will not be as widely advertised, although exceptions may be made for shortage areas. In some circumstances, we may choose to recruit only from an internal field.

The school is committed to allocating the necessary resources to support an advertising strategy that maximises the chances of attracting the best quality candidates possible. In so doing, we will ensure that all publications and communications present the school in the best possible light. The duration and exposure of any advertising campaign may vary depending on market factors (e.g. shortage subjects may be given greater exposure).

All advertisements will make clear our commitment to equal opportunities and to safeguarding and promoting the welfare of children and young people by including the following statement:

"The school is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All post holders are subject to appropriate vetting procedures including an enhanced Disclosure and Barring Service check".

The timing of adverts for the Headteacher and other teaching vacancies will also take account of the relevant resignation dates for these staff (support staff are not limited by these deadlines).

- Headteachers need to resign by 30 September for a January start, 31 January for a summer term start and 30 April for a September start.
- Other teachers need to resign by 31 October for a January start, 28 February for a summer term start and 31 May for a September start.

Heads and Deputies

Whenever a vacancy or prospective vacancy occurs in the post of Headteacher or whenever the Governing Body decides to recruit a new or replacement Deputy Headteacher, the following process applies:

- The Governors will take appropriate advice from the school's HR provider
- The Governors will consider if they wish to buy-in the services of an appropriate recruitment consultancy.

3.4 The Application Process

For all vacancies an application pack will be produced. This will normally consist of:

- School Prospectus
- Job Description and Person Specification appropriate to the post
- Specific details about the post / responsibility / Curriculum Area
- School's Safeguarding Documentation
- Application Form appropriate for the post

The application pack will be available by post from school or will be available electronically on the school's website.

Applicants will be asked to complete the appropriate application form specific to the post and will be expected to answer the questions on the form fully.

We do not accept curriculum vitae drawn up by applicants in place of an application form because these will only contain the information the applicant wishes to present and may omit relevant details.

Application forms may be produced by hand or electronically. If application form is received electronically applicants will be asked to sign the form when offered a position.

3.5 Shortlisting

The process of scrutinising applications and preparing a shortlist of candidates will be led by the Chair of the Selection Panel, supported by other members of the panel as appropriate to the role in question. The person specification and job description will be referred to throughout this process.

All applications will 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 will not be accepted and will either be returned for completion or pursued at interview if the omission is minor. Any anomalies or discrepancies or gaps in employment identified by the

scrutiny will be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant.

No person will be called to interview for a teaching position unless they have the qualified teacher status or fall within one of the special categories specified in the Education (Specified Work and Registration) (England) Regulations 2003 (as amended in 2008). Those special categories are as follows:

- Trainee teachers on mainstream or employment based routes to QTS (this includes routes into teaching such as School Direct, Overseas Trained Teacher Programme and Teach First);
- Overseas Trained Teachers (OTTs) who have worked in the UK for less than 4 years since the first date they did so;
- Instructors (these are 'unqualified teachers' who the law allows to carry out the same duties as qualified teachers e.g. music tutors);
- Staff employed to assist or support the work of anyone falling within one of the above categories subject to them having the necessary skills and being supervised and directed by a qualified teacher e.g. Teaching Assistants.

We are also conscious that a candidate may have a DfE reference number without necessarily holding QTS. We are also aware that checks obtained through the NTCL Teacher Services are complimentary checks and we consequently do not regard them as a substitute for other recruitment checks.

Notes will be kept of the shortlisting process to demonstrate that appropriate procedures were followed and that a fair outcome was reached. This will be completed on the shortlisting pro-forma (directly related to the person specification). This documentation and all documentation related to recruitment and selection procedures will be kept for a minimum of six months after the appointment has been made.

Employment of Applicants with a Criminal Conviction

As these posts are covered by the Exemption Order of the Rehabilitation of Offenders Act 1974, applicants are asked to declare on the Rehabilitation of Offenders form whether or not they have an unspent or spent conviction. Administrative arrangements are in place to share this information with the Chair of the Selection Panel who can take it into account when determining a candidate's suitability for interview.

In some situations, it will be obvious that a conviction makes it impossible for the candidate to be appointed, therefore interviewing will not be contemplated and the applicant will be advised to that effect.

However, there may be some types of conviction which fall into a grey area and in this event, it would be acceptable to interview the candidate if they fit the shortlisting requirements and discuss the conviction with them at the end of the interview. If the candidate turns out to be the most suitable for the post and we are satisfied that the conviction would not affect their appointment, then an offer of employment may be made. Although the candidate has disclosed his/her conviction, this will also be verified by obtaining a DBS check in the normal way and the offer of employment will state that it is subject to DBS check and confirmation of the details disclosed through that process. In the event of any uncertainty about the correct course of action in these circumstances, advice will be sought from the school's HR providers.

3.6 Receiving References

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The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee. We do not use testimonials provided by the candidate. Neither do we accept references addressed "To Whom It May Concern", as they might be the result of a "settlement agreement" and are unlikely to include any adverse comments.

A minimum of two written references will be sought on all shortlisted candidates, including internal ones, and where possible will be obtained before interview so that any issues of concern can be explored further with the referee, and taken up with the candidate at interview. One reference should be from the applicant's most recent or current employer (if already employed in an educational establishment).

References will be sought directly from the referee, and where necessary, referees will be contacted to clarify any anomalies or discrepancies. Detailed written records will be kept of such exchanges.

In exceptional circumstances, it might not be possible to obtain references prior to interview, either because of a delay on the part of the referee or because a candidate strongly objects to their current employer being approached at this stage. In the latter scenario, an especially strong case would need to be made to delay our request for a reference from the appropriate employer until after the interview process. In any case, where a reference has not been obtained on the preferred candidate before interview, we will ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.

All requests for references will seek information that is clearly relevant to the role and, where possible, will be based upon objective data rather than subjective opinion. Our reference forms have been designed to meet these requirements and to ensure that essential information relating to salary, duration or employment, attendance, disciplinary record etc. are received.

Referees will be asked specific questions about the following:

- The candidate's suitability to work with children and young people
- Any disciplinary warnings, including time-expired warnings, relating to the safeguarding of children and young people
- The candidate's suitability for the post

Reference requests will include the following:

- Applicants current post and salary
- Disciplinary record
- Sickness Record / Attendance Record (will be sought from the previous employer after appointment decisions have been made)

For a headship, if the applicant is from a maintained school one of the references must be from the appropriate LA contact. If the Headteacher applicant is employed in an Academy or the private education sector, a reference will be obtained from the Chair of Governors or the person in the senior managerial position. For other teachers, one of the references must be from the applicant's current or latest Headteacher. Support staff references will be sought from the appropriate senior line manager.

A copy of the job description and person specification for the post for which the person is applying will be included with all references.

On receipt, references will be checked to ensure that all specific questions have been answered satisfactorily. This will normally be undertaken by the Chair of the selection panel in consultation with other members of the interview panel. If all questions have not been answered or the reference is vague or unspecific, the referee will be telephoned and asked to provide supplementary written answers or amplification as appropriate. The information given will 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. Any discrepancy in the information will be taken up with the applicant, either by telephone or at the interview itself.

Where there are serious concerns about the content of the references, further advice will be sought. Where there are no particular issues arising from references, they will be used to assist the final decision as to which candidate to appoint.

Any information about past disciplinary action or allegations will 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. A history of repeated concerns or allegations over time is likely to give serious cause for concern.

All appointments are subject to satisfactory references, vetting procedures and DBS clearance.

3.7 The Selection Process

Applicants who are successfully shortlisted are invited for interview. Important checks relating to identity and qualifications are also completed at this stage (see Section 3.9: Pre-Employment Checks).

Candidates called to interview will receive:

- A letter confirming the interview and any other selection techniques
- Details of the interview day
- Details of any documentation they are required to produce for pre-employment checks
- Further copy of the person specification
- Details of any tasks to be undertaken as part of the interview process
- The opportunity to briefly discuss the process prior to the interview

We are committed to treating each candidate in a professional and courteous manner. We will provide high quality information, guidance and hospitality in line with this commitment. We will ensure that appropriate facilities are provided to allow the candidates to complete the tasks for the day successfully and we will ensure that a suitable venue is set aside for them to relax and reflect when not engaged in assessed activities. We are also committed to providing personal feedback to each candidate at the end of the process.

Programme for the Selection Process

While the selection process varies depending on the exact requirements of the role in question, the following structure is normally applied:

Classroom Teachers

1. Introductions/Meet the Chair (normally the Headteacher)
2. Tour of the school
3. Informal group discussion with Curriculum Leader (CL)
4. Teach a lesson (observed by SLT or CL)
5. Further shortlisting (if required)
6. Formal interviews (approx 30 minutes)

Middle Leadership Positions

1. Introductions/Meet the Chair (normally the Headteacher)
2. Tour of the school
3. Informal group discussion with member of SLT/appropriate staff/team
4. Teach a lesson (observed by SLT and/or CLs)
5. Tasks (could include data analysis, presentation, in-tray task)
6. Further shortlisting (if required)
7. Formal interviews (approx 40 minutes)

Senior Leadership Positions

The structure for these interviews will vary according to the role in question. Normally, the approach used for middle leaders is used as a starting point with additional technical assessment included where appropriate. (E.g. written task, in tray exercise, data analysis, stakeholder panels)

Support Staff

1. Introductions/Meet the Chair (normally the Headteacher or Admin Leader)
2. Tour of the school
3. Informal discussion with Line Manager
4. Technical tasks/assessments
5. Formal interview

Candidates are given a programme for the day, in advance where possible, and are given the opportunity to seek further clarification as appropriate. Tasks that require advance planning (e.g. lesson preparation) are fully explained several days in advance of the interview.

Involving Pupils

Students are typically involved in the selection process in a number of ways. For example:

- As guides when candidates are being shown around the school
- As participants in each candidate's lesson

- In group-discussions/interviews (usually for more senior positions). Where students are used in this manner, a clearly identified member of staff supports them in the process.

The Formal Interview Panel

Normally, we create interview panels of three persons, with at least one panel member being a member of the Governing Body. In all instances, at least one member of the panel will have undertaken the Safer Recruitment Training. We do not allow interviews to be conducted by a single person. Interviews will always be conducted face-to-face. If a candidate is unable to attend for interview at the appropriate time then they will not be considered for appointment to the post.

Any canvassing of the Interview Panel to influence a selection decision will disqualify the candidate concerned. Similarly, an employee must not attempt to influence or be involved directly or indirectly, in any part of a recruitment and selection process that includes an applicant who is a relative or someone with whom they have a close personal relationship. Members of the Interview Panel should declare an interest if they have a relationship with any applicant (e.g. a personal friend), which could be seen to prejudice a fair outcome.

The composition of interview panels will normally adhere to the structure outlined below:

Headteachers & Deputy Headteachers

The precise composition of this panel will be decided upon receipt of appropriate advice and guidance, including that offered by management (as appropriate). As a school, we are aware of the requirement to:

- Ensure the panel includes at least three governors (including the Chair/Vice Chair);
- Ensure that the Selection Panel recommend their chosen candidate to the full Governing Body at the end of the process;
- Normally avoid including the incumbent Headteacher/Deputy Headteacher in the recruitment of their replacement; and
- Normally avoid including current employees in the selection panel.

Senior Middle Leadership and Assistant Headteacher Positions

- Headteacher (Chair)
- Deputy Headteacher
- Governor

Teaching Staff and Junior Middle Leadership Positions

- Headteacher/Deputy Headteacher (Chair)
- Governor
- Line Manager (normally the appropriate CL)

Support Staff

- Senior Leadership Team member (dependent on role in question) (Chair)
- Governor
- Line Manager

Interview Content

The interview panel will meet in advance of the interviews to discuss:

- Issues specific to each candidate (as identified from the application forms), with particular attention being paid to any gaps in each candidate's employment history.
- The content of the references received and the quality of the match with the candidate's application form so that any anomalies and discrepancies can be challenged during interview and satisfactorily explained.
- The structure of the interview, including consideration of appropriate questions.
- Agree the assessment criteria appropriate to the role. (This would normally be the criteria identified in the Person Specification for the role.)

While the panel will agree, in advance, a list of questions for each candidate, they will deviate from this structure when necessary to explore particular issues that arise during the interview or that are specific to an individual candidate's application. A candidate's response to any question will determine whether any supplementary questions need to be asked.

Normally, we will 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 hypothetical questions are asked, care will be taken in assessing answers as such questions allow theoretical answers which may not accurately reflect the candidate's own approach or ability.

Part of the interview will focus upon the candidate's attitude toward children and young people and his/her ability to support the school's commitment to safeguarding and promoting the welfare of children. Questions will not be asked that would contravene discrimination legislation.

Candidates will be advised to declare any information that may appear on an Enhanced DBS check to the interview panel or to the Chair of the Panel prior to interview.

If, for whatever reason, references are not obtained before the interview, the candidate will 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. (References will in any case be obtained and scrutinised before a person's appointment is confirmed and before s/he starts work).

When interviewing candidates who have declared themselves disabled, interviewers will, at the end of the interview, explain that the school, as an equal opportunities employer, needs to know if the candidate requires any special aids or adaptations to enable them to carry out the duties of the post.

Each panel member will record notes on each candidate and their comments on the interviewee's responses on an Interview Assessment Form during the interview. They will record their scores against criteria on the

Assessment Form after the interview. A full discussion and assessment will then take place after all the interviews are completed.

3.8 Making a Decision

After the interviews have been concluded, the selection panel will discuss the performance of the interviewees in relation to the requirements of the job. When all the interviewees have been considered in relation to the person specification and job description, the Selection Panel then make a decision.

As a school, we seek to achieve unanimous agreement of the Selection Panel for all appointments. Where this is not achieved, the decision is delayed and the discussion revisited. If unanimity is still not possible, the final decision rests with the Chair (in consultation with the Headteacher if he/she is not present).

A record of the outcome will be kept on the Selection Panel's Decision Form. This will ensure that if there are challenges to decisions, the paperwork will be sufficient to give a robust defence.

The Chair of the Selection Panel is responsible for notifying, after ratification, the successful and unsuccessful applicants. Feedback will be offered to all candidates.

Ratification of Decision to Appoint

The full Governing Body will meet as soon as possible, ideally at the conclusion of the interviews, to ratify the decision of the Selection Panel to appoint a Headteacher. Other appointments will be brought to the attention of the Governing Body through its HR and Facilities Committee.

Where there is no appointment, the Governing Body may re-advertise the vacancy. Where the selected candidate for a Headteacher appointment rejects an offer, the Panel must seek appropriate advice from the school's HR provider to ensure that they comply with the relevant school staffing regulations.

The Governing Body must not appoint a person who does not meet the regulatory requirements of the role in question.

3.9 Pre-Employment Checks

As a school, we are committed to thorough and robust pre-employment checks that ensure that successful candidates are fully qualified and fit to work in a school environment. The school will follow the guidance within *Keeping Children Safe in Education – April 2014* when implementing appropriate pre-employment checks. These checks begin with the application form and references (as described earlier). Further checks are then made on the day of the selection process and again prior to the confirmation of the appointment.

Selection Day Checks

All shortlisted applicants are asked to bring with them proof of identity, qualifications and eligibility to work in the UK. This allows us to check their professional status and to complete the necessary DBS checks should they be selected for appointment. These purposes are made clear in the letter inviting candidates to interview. The checks are then completed and recorded on the day of the selection process.

Documents confirming education and professional qualifications must be either:

- The original;
- A certified copy of the certificate/diploma etc.;
- A letter of confirmation from the awarding body.

Checks Prior to Appointment

An offer of appointment will be made to the successful candidate subject to:

- The receipt of satisfactory references (if they have not already been received)
- Verification of the candidate's identity (if that could not be verified on the selection day)
- Completion of an enhanced DBS check, incorporating a check of the DBS barred list and receiving satisfactory clearance.
- Verification of qualifications (if not verified on selection day).
- Verification of professional status where required e.g. NCTL registration, QTS status, NPQH.
- Verification of successful completion of statutory induction period (applies to those applying to teaching positions who obtained QTS after 7 May 1999).
- Satisfactory completion of the probationary period (for support staff posts where the candidate has no previous government employment).
- Verification of the right to work in the UK (if not confirmed on selection day).

All checks will be:

- Confirmed in writing;
- Documented and retained on the personnel file and Single Central Record (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 school will follow relevant DBS guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process.

Where:

- The candidate is found to be on DBS barred lists, or the DBS check 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

advice will be sought and the facts reported to the police and the DBS.

Checks on staff who have lived outside the United Kingdom

Newly appointed staff that have lived outside the United Kingdom must undergo the same checks as all other staff. However, DBS Disclosures will not normally show offences committed by individuals whilst living abroad. Therefore, in addition to a DBS check, we will undertake additional checks such as obtaining certificates of good conduct from relevant embassies or police forces. Where possible, these checks will be completed prior to the individual starting work or volunteering.

Where an applicant is from, or has lived in, a country where checks cannot be made for child protection purposes, or is a refugee with leave to remain in the UK but with no means of obtaining relevant information, we will take extra care in taking up references and carrying out other identity checks. Additional references will be sought and references followed up by phone as well as in written form. Appointments will be subject to additional advice being sought from our HR provider and relevant agencies.

Starting work pending a DBS Disclosure

At Newall Green High School we will ensure that an Enhanced DBS check is obtained before an individual begins work at the school. The request for the DBS check will be submitted as soon as practicable after the individual's appointment and the final disclosure must be obtained before the person starts work.

In a small minority of cases the Headteacher may use their discretion to allow an individual to start work with the school pending receipt of a DBS check, but will ensure that the individual is properly supervised and that all other checks, including DBS barred lists, have been completed.

3.10 Record Keeping

Records from the recruitment process will be kept for at least 6 months after an appointment is made. This will include:

- All application forms received along with shortlisting proforma
- Evidence from the formal interviews
- Evidence from the assessed tasks completed
- A record of the rationale for final appointment decision

Records of all pre-appointment checks carried out on successful applicant will be kept on their personnel file. A detailed record of these checks will be kept on our 'Single Central Record'.

Information disclosed as part of a DBS check will be treated as confidential. It is an offence for DBS disclosure information to be passed to anyone who does not need it in the course of their duties.

Single Central Record (SCR)

We will maintain a Single Central Record (SCR) of vetting checks carried out on all adults who work with, or in the company of, our students. This covers:

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- All appointments made to the Newall Green High School staff body
- Supply staff (both our own and agency)
- Invigilators
- Instrumental teachers
- Instructors used in the Performing Arts department
- PE coaches and volunteers
- SEN support and volunteers
- Support and volunteers to other departments
- Governors
- ITT and other university students
- Cleaning staff
- Other contract staff

The SCR indicates that the following checks have been completed, including the date when this was done and who undertook the checks:

- Personal details (name, address, telephone number, date of birth)
- Identity
- Qualifications and professional status (as appropriate)
- List 99 checks for all staff appointed before October 2009 or check of the DBS-barred lists for those appointed after.
- Enhanced DBS numbers
- Right to work in the UK

The accuracy of this record is a high priority for the school. It is maintained so as to be available for inspection at any point in time with no notice.

4. WORKING WITH NON-NGHS EMPLOYEES

A wide range of adults work with our students who are not directly employed by us. These can be broadly categorised as follows:

- Governors
- Initial teacher trainees / Student Associates
- Visitors and volunteers
- Professional services engaged by us for various purposes

Any person in these categories who is not already known to us will be asked to verify their ID at Reception. We normally ask for photographic evidence e.g. a driving licence for this process, but will also accept debit or credit cards in this particular circumstance.

We also ensure that all such adults are appropriately vetted, with the outcomes of this process recorded in our Single Central Record as appropriate. The level of vetting required will be dependent upon a number of factors, as described below.

4.1 Governors

We encourage all members of our Governing Body to work closely with the school and to work alongside our students as required. For this reason, we expect all members of the Governing Body who actively engage with students in the school to complete enhanced DBS checks.

4.2 Initial Teacher Training (ITT) students

The ITT provider should ensure that an enhanced DBS check is applied for when a place at a teacher training institution has been accepted by the student, so that disclosures are received prior to the trainee commencing the school based elements of their training. We will request and record these DBS disclosure numbers before the trainees start to work at Newall Green High School.

In extenuating circumstances, the Headteacher may exercise his/her discretion to allow a trainee teacher to begin to work in school pending receipt of their DBS disclosure, provided that a check of the DBS barred lists has been completed. Where this is necessary, the individual will be appropriately supervised.

4.3 Visitors and Volunteers

We welcome visitors to our school and wish to create an atmosphere that is both welcoming and safe. Adults who come into school to meet staff and not to work with students will be asked to sign in at Reception and wear appropriate identification badges. They will not, however, be asked to go through any vetting or checking processes. For the purpose of this document, 'Visitors and Volunteers' will henceforth refer to adults who come to work with or alongside our students, but who are not paid to provide any specific service. In such circumstances, two key questions need to be asked:

1. Is the person likely to have access to our students without direct supervision of our staff?
2. Is the person likely to have frequent or intense contact with our students (defined as once a week or more; 3+ times in a 30day period or overnight)

If the answer to **either** of these questions is 'yes' we will initiate an enhanced DBS check. The person can only start work with us pending the arrival of their DBS disclosure if:

- They hold a recent DBS disclosure from another service provider (normally less than 3 months) and they have had continuity of service since this process was completed.

All staff must notify our Office Manager if they wish to bring a visitor or volunteer into school to work with our students. Authorisation must be received before arrangements can be formalised.

All visitors and volunteers are expected to sign in at Reception and wear identification. The signing in book will be monitored on a weekly basis to ensure that visitors have not been allowed onto the site to work with students without our prior knowledge and authorisation. Any issues arising from this process will be followed up with the member of staff involved as a matter of urgency.

4.4 Professional Services

We will from time to time invite adults to work in the school to provide a specific service (e.g. music tuition, sports coaching, invigilation, cleaning etc.). In such circumstances, the same processes will be applied as described in Section 4.3 for visitors and volunteers.

Where these arrangements are predictable or longstanding, specific arrangements are made well in advance and recorded on the SCR. Some examples are explained below.

Agency Supply Staff / invigilators

The appropriate checks should have been completed by the supply agency itself. We request written confirmation, including disclosure numbers, from the agency that this has happened before the individual can start working with us and check identify of staff when they attend at school.

Cleaning Staff / Lunchtime Staff / Other Contracted Services

We receive written confirmation, including disclosure numbers, from our contractors that the appropriate checks have been carried out. We also complete our own DBS checks for cleaning staff that we employ ourselves.

Tutors

We complete our own DBS processes for all tutors we employ before they start work with us. This includes, for example, music (instrument) teachers, sports coaches and 1:1 tutors for students following personalised programmes.

NHS Staff, Manchester Local Authority Staff, One Education Employees and Connexions

Normally, we do not except DBS disclosures from other employers. We make an exception for public sector workers such as NHS, Manchester Local Authority staff, One Education and Connexions. We still, however, check ID.

Maintenance/Repair Workers

We have classified four situations in which maintenance or repair workers may need to come on site, as described below:

1. Regular Maintenance or repair:

If the worker is known to us and returns on repeated occasions to carry out work for us, we will have him/her DBS checked. This will allow him/her to carry out their work without direct supervision (although the usual signing in processes will still apply).

2. One-off tasks that will be completed quickly:

In these circumstances, the worker is unlikely to be known to us and a DBS check is not consequently viable. We will consequently ensure that they are supervised by the caretaking staff while on site.

3. One-off tasks that will take several hours to complete:

These will be scheduled after school hours to avoid the need for DBS clearance. If the work has to take place in the vicinity of any after-school clubs, appropriate briefings will be given to the workers by the Facilities Manager about appropriate conduct etc. while on site. As appropriate we will ensure that they are supervised by the caretaking staff while on site.

4. Long-term building work taking place over days/weeks:

These workers will be fully briefed by the Facilities Manager about appropriate conduct while on site. They will be allocated a zoned area (for health and safety reasons) that will be kept separate from the student body. We will seek DBS disclosure numbers for all workers, although we will accept portability in these circumstances.

5. Maintaining a Safe Culture

We are conscious of the need to continue awareness of safeguarding issues beyond the recruitment process.

Staff students, and parents, must 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. We try to achieve this 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 students that is understood and endorsed by all;
- Appropriate induction and training
- Regular briefing and discussion of relevant issues;
- Including relevant material from the framework for Personal Social and Health Education in the curriculum.

These areas are elaborated upon below.

5.1 Safeguarding children – Guidance for Safer Working Practice

We have developed guidance on Safer Working Practices for Adults adapted from DfE guidance that describes appropriate standards and boundaries for behaviour between staff and students. This has been circulated and explained to all our current staff and forms an important part of our induction processes.

5.2 Induction and training

C:\Users\ecowell.NGHS.007\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\TLJOXGUE\P006 Recruitment and Appointments Policy.docx P006 Recruitment and Appointments Policy

As a school, a variety of induction and training programmes are offered in line with a person's role. These cover departmental, pastoral and whole school procedures and practices. The majority of this induction is provided at the start of the school year; however there is a programme of induction running throughout the year with the safeguarding elements repeated every term for colleagues who join us mid-year. This latter programme is delivered by our Safeguarding Coordinator

We have also developed an 'Induction booklet' for new staff. The significant amount of information here is delivered to staff in a special induction day before they join us.

The induction programme is supplemented by extensive professional training opportunities including formal child protection training appropriate to the person's role.

We have established as a school a new whole school training programme for Safeguarding delivered by our safeguarding Team in line with the recommendations from the Manchester Children's Safeguarding Board. This will ensure that all our staff have the relevant safeguarding training appropriate to their role.

As a school, we ensure that every interview panel includes at least one member who has completed appropriate safer recruitment training.

5.3 Communication

Student welfare forms a standing item on all whole-staff briefings (three times a week). Concerns and issues are routinely brought to the attention of the staff body at these times.

A plethora of avenues, including online, confidential systems, are available to colleagues, students and parents to communicate issues and concerns to our Safeguarding Team.

Our longstanding emphasis on the significance of the role of the Form Tutor also helps to ensure that communication between students and staff is maintained at a high level.

5.4 Curriculum

We are fully committed to the provision of high quality personal, social and health education. Personal health and wellbeing form a central element of our Life Skills and Tutorial programmes.

5.5 Monitoring

Monitoring our recruitment, induction and training provision will allow future recruitment and safeguarding practices to be better informed. The following strategies will be used to monitor our procedures in this area:

- Analysing staff turnover and reasons for leaving
- Monitoring training and induction records

- Analysing staff evaluations of training provision
- Discussion of policy and practices with Governor's HR and facilities Subcommittee

5.6 Allegations against staff

We are committed to treating all allegations against our staff seriously. In this eventuality, the Headteacher (or the Chair of Governors in the event of the Headteacher being at the centre of the allegation) will take advice from our HR providers at an early stage and follow the appropriate procedures carefully as outlined in the guidance provided by Manchester Safeguarding Children's Board. We will take great care to presume neither innocence nor guilt and to deal with any investigations with discretion, fairness, thoroughness and urgency.

We are also committed to dealing with any proven malicious allegations against our staff equally seriously.

6. OTHER RELEVANT POLICIES & DOCUMENTS

Guidance of Safe Working Practice for Adults – P003

Safeguarding Policy – S017

Appendix 1: Safeguarding Children Statement in respect of Recruitment

We are committed to the safeguarding and promotion of the welfare of children. In this light we would like to draw the following matters to your attention:

1. All appointments are made subject to:
 - a. A satisfactory Disclosure and Barring Service Enhanced with barred list information check ;
 - b. Checks of professional status (NCTL; QTS etc.);
 - c. Confirmation of professional qualifications;
 - d. Receipt of strong references (if not received by the time of interview); and
 - e. Medical clearance
2. We only accept applications completed on the school's application form. Please do not send CVs or open testimonials. More detail about the content of applications is provided later in this pack.
3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained
4. The referees cited in your application form must include your employer for the last occasion in which you worked with children, if applicable. If your last employment was in a school, we would expect a reference from the Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.

Our Safeguarding Policy is also available on request.