



Safer Recruitment in Schools Policy & Procedure

Policy

It is vital that schools adopt recruitment and selection procedures and other human resources management processes that help to deter, reject or identify people who might abuse, or are otherwise unsuitable to work with, children and/or young people.

This policy has been produced to accompany and support the on-line training introduced in response to Sir Michael Richard's recommendation that head teachers and school governors should receive training to ensure that the process of appointing staff reflects the importance of safeguarding children. However, it can be used without reference to that training.

The recruitment and selection advice contained in this policy applies to everyone who works in an education setting where there are children under 18 years of age and who are likely to be perceived by the children as a safe and trustworthy adult. This includes workers such as administration staff and caretakers. Headteachers should also be satisfied that those not on the payroll but working in the school, such as staff employed by contractors and unpaid volunteers, have undergone the appropriate pre-employment checks.

Adopting a structured recruitment process which is applied consistently will minimise the risk of appointing someone who is unsuitable to work with children and help ensure that the capabilities of the individual closely match the needs of the school. In addition it should help to ensure that the process is sufficiently rigorous to have a complete picture of the candidate at an early stage.

It is essential that those involved in recruitment and selection in schools within the Trust have received appropriate training.

1. Scope & Purpose

The policy has been written for all staff and governors who take part in recruiting and selecting people to work in all schools within Ad Astra Trust.

This policy accords with the DfE guidance 'Keeping Children Safe in Education' and all involved in recruitment and selection should make themselves familiar with this document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

2. Safer Practice

Safer practice in recruitment means thinking about and including issues relating to safeguarding and promoting the welfare of children at every stage of the process. It starts with planning the recruitment, and ensuring that the advertisement makes clear the School's/Trusts commitment to safeguarding children. It also requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants.

There are several elements of this process, including:

- Obtaining comprehensive information from applicants, scrutinising the information and satisfactorily resolving any discrepancies or anomalies;
- Obtaining two independent professional references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- Holding a face to face interview that explores the candidate's suitability to work with children as well as his/her suitability for the post;
- Checking previous employment history and experience;
- Carrying out pre-employment checks, such as Barred Lists and, where appropriate, a criminal record check via the Disclosure and Barring Service (DBS).

NB: It is important not to rely solely on criminal record and barring list checks to screen out unsuitable applicants. These checks are an essential safeguard, but they will only pick up the small percentage of abusers who have been convicted, have come to the attention of the police or who have been listed. The majority of individuals who are unsuitable to work with children will not have any previous convictions and will not appear on barred lists.

3. The Legal Framework

Legislation applicable to recruitment and selection exists in order to protect individuals against discrimination in employment on the grounds of:

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

4. Recruitment and Selection Policy Statement

The policy statement should be an explicit statement about the School's/Trusts commitment to safeguarding and promoting the welfare of children, for example:

'This School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work'.

The Trust will need to produce or adopt a policy statement to demonstrate each school's complete support for the protection and safeguarding of children and/or young people. The statement should then be included in/on:

- Publicity materials
- Advertisements
- Candidate Information Packs
- Person Specifications
- Job Descriptions
- Competency Frameworks
- Induction training

5. Planning

Before taking any action ask yourself the following questions:

- Is the work still necessary?
- Can it be done by someone else in the school/Trust?
- Can the School reduce the hours or consider flexible working arrangements / fixed-term contracts?

- Are there any budget concerns / requirements?

If the answer to any of these questions is yes, review the need to recruit. The Head of Operations/HR & Governance Manager should also be contacted for further advice.

Posts should not be offered as fixed term or temporary unless there is a justifiable reason, for example:

- Maternity cover
- Specific project with additional funding
- Long term sickness
- Pending permanent recruitment due to increased role numbers

For further guidance on offering fixed-term contracts please refer to the Head of Operations/HR & Governance Manager.

5.1 Careful planning of the recruitment exercise is essential.

Planning should include:

- Identifying who should be involved e.g. administrative support for the process, in shortlisting, in answering queries from enquirers, in receiving candidate to the school, in interviewing, in carrying out tests/classroom assessments of the candidates if appropriate.
- Assigning responsibilities and ensuring that those who have responsibilities are firmly committed to agreed tasks and dates. If necessary, line-up substitutes in advance. Where a substitute has been used in a key stage of the process e.g. interviews, this person should see through the task and not be replaced.
- Agreeing the key stages of the process, including key dates/deadlines. Ensure that those who have responsibilities are firmly committed to the relevant dates/deadlines.

Allowing sufficient time for all processes / enquiries to be completed at each key stage is essential. Where a late resignation causes urgency, planning can still help if this has been done in advance with predictably busy times in mind.

Overall, a carefully structured recruitment process should ensure consistency and will enable the school to:

- Minimise the risk of appointing someone unsuitable
- Track steps in the process in the event of queries from management or the applicants

- Refer to written records of the completed process in the event of queries or challenges from applicants or their representatives

The use of checklists (see Appendix 1) provides an essential evidence trail in the event of queries/challenges/Inspections.

6. Job Evaluation

If the vacancy is a new support staff role and a generic job description does not exist, it will be necessary for job evaluation to take place. Job evaluation will also need to take place if the responsibilities and day to day duties of the role have significantly changed since the post was last filled.

Further information on this process is contained within the '*Single Status Agreement (SSA)*'. It is normal practice to appoint to the bottom of the evaluated grade, except in special circumstances which should be discussed with the HR & Governance Manager in the first instance.

7. Job Description and Person Specifications

When preparing to recruit, the job description, person specification and all other material that will form part of the candidate information pack should be reviewed to ensure that it is up to date and still meets the requirements of the school/trust.

Job descriptions and person specifications are the key documents which underpin the recruitment and selection process and should be clear and concise.

A well-constructed person specification will enable you to make an effective and justifiable appointment. It is important to be clear about what mix of skills, abilities, knowledge, qualifications and experience are required to carry out the role successfully. You will also need to consider how these will be tested at interview.

These documents should also clearly set out the extent of the relationships/contact with children and degree of responsibility for children. The time and effort spent at this stage of the process should help minimise the risk of making an unsuitable appointment.

7.1 Job Description

The job description should clearly state:

- The main duties and responsibilities of the post, including those for which an allowance is payable
- The individual's responsibility for promoting and safeguarding the welfare of children and young people that s/he is responsible for, or comes into contact with.

- Details of the post including the hours worked, job title and a breakdown of any supervisory and/or budgetary responsibilities.

In addition to the school/trust's statement of commitment to safeguarding, where the person will work with children you must include within the main responsibilities/duties of the post a duty of promoting and safeguarding the welfare of children and young people that s/he is responsible for or comes into contact with.

Where the person will not work with children include a duty of promoting and safeguarding the welfare of children and young people that s/he comes into contact with.

Some posts will, of course carry higher degrees of responsibility for the safeguarding and welfare of children than others and the extent of the responsibilities should be reflected in the job description.

Example Job Descriptions can be found at Appendix 2.

7.2 Person Specification

The person specification of the post to be advertised will need careful thought and drafting, and care must be taken to avoid unintentional contravention of Equality legislation.

A description of the selection process will emphasise that only those who meet the criteria fully will see their applications taken forward.

The person specification should separate essential and desirable criteria. It will stress that the essential criteria of the person specification must be met in full. This will include:

- The qualifications and experience, and any other requirements needed to perform the role and in relation to working with children and/or young people;
- The competences, skills and qualities that the successful candidate should be able to demonstrate; and
- An explanation of how these requirements will be tested and assessed during the selection process.
- Explain how these requirements will be tested and assessed during the selection process.
- A clear statement in the 'essential criteria' that the person must be suitable to work with children, or if the post does not involve working with children, that the person must be suitable to work in an environment where children are regularly present during the post holder's working hours.
- Point out that the above will be explored and assessed as part of the selection process.

The person specification must be specific, relevant to the requirements of the posts, measurable (i.e. criteria which can be tested or assessed) and justifiable.

An example Person Specification can be seen in Appendix 3.

8. Advertising

The advertisement should be drafted after the person specification and job description have been finalised so that the essential qualifications, experience and qualities can be included in it. This will help to ensure the school gets appropriate, and not unwanted, enquiries.

Careful planning will also ensure the process meets the requirements of Equality legislation while reflecting best practice in recruitment and selection of staff.

It is also important that any adverts do not unwittingly contravene Sexual Discrimination, Human Rights and Race Relations and Age legislation.

When a vacancy is advertised, the advertisement should include a statement about the school/Trust's commitment to safeguarding and promoting the welfare of children and the requirement for an enhanced DBS and Barring List check.

When producing a job advert it should be tailored to the role, depending on whether you are seeking full time or part time staff, teachers, supply, support or ancillary staff and consider carefully:

- Where to place the advert
- The audience you wish to reach
- The cost implications
- Your timescale
- The job's start date

Do not:

- Use catch-all adverts, job descriptions, person specifications
- Assume candidates will know about the school or the advertised role without relevant details being included in the advert (and information being sent out to enquirers).

A template Job Advert can be seen in Appendix 4.

9. Application Form

For the School/Trust, the most important component of the application pack is the application form. An application form, as opposed to other types of application, e.g. C.V., should be used in the selection process. This applies whether the advertised position is full or part time, teaching or support staff.

The main advantages of application forms are:

- They present a common set of verifiable core data from each candidate
- The information is presented in the way the school wants, which aids proper scrutiny of applications;
- They ensure that all applicants have a fair opportunity to provide relevant information;
- They facilitate the identification and investigation of gaps and/or anomalies.

It is not good practice to accept other forms of information instead of the application form e.g. letter of application and/or CV because these will only contain the information the applicant wishes to present and may omit relevant details.

Also, to ensure consistency and equal opportunities, candidates cannot be fairly compared without standardised information. By accepting different types of applications, the school risks conducting an unfair recruitment process, hence, identical procedures should be followed for internal as well as external candidates.

9.1 Following up issues with the applicant

Any unexplained gaps in the information provided in the application must be diligently followed up. It is appropriate to go back to the candidate if you require clarification or further information on something in the application before you shortlist, though you must be able to qualify any explanation or clarification you request. In this way candidates have an opportunity to provide all relevant information at the start of the application process.

All requests for application forms/packs should be recorded. (See an example checklist in Appendix 5)

It is important that all information is recorded accurately as this will ensure that any disputes regarding information not being received or late applications can be resolved.

10. Candidate Information Pack

The school/Trusts statement on commitment to safeguarding and promoting the welfare of children should be included on any information about the school sent to respondents. This should also be included on a separate sheet which details how the recruitment and selection process will be carried out:

- Job description and person specification;
- Application form and guidance notes;
- Who will shortlist, interview and when;
- That the process will include obtaining information on the applicants suitability to work with children;
- What the school's policy is on obtaining references (see the section on references);
- That the application form must be fully and properly completed and that incomplete forms will not be accepted or will be returned to the applicant for completion
- That suitability to work with children will be explored at interview (see section on interviews);
- Who the applicant should contact if they have any queries.
- An equal opportunities statement. It is important that adverts do not unwittingly discriminate against applicants from certain groups. For example *'We are an equal opportunities employer'*.
- The school/Trusts Child Protection Policy Statement;
- Information about the school and the area it serves – an overview of OFSTED results, proportion of SEN, free school meals, attendance, pastoral and curriculum organisation (for support staff posts, it may not be necessary to include the same level of detail);
- Information about the Trust;

The documents to be included in the applicant's information pack should be scrutinised before every recruitment exercise to check that all generic materials are up to date. This will ensure that:

- Unmodified generic or potentially misleading materials are not sent to applicants
- The person specification and job descriptions accurately suit the post and are current;
- The ethos of the school/Trust and the expectations required of the post are clearly spelt out
- The school/Trusts recruitment process and child protection policy of the Trust are clearly communicated.

11. References

A minimum of 2 references should be sought. References should always be sought from the applicant's current and last employers and directly from the referee. If the applicant has not included their current and/or last employer as referees s/he should be contacted and asked to provide the details so that they can be contacted. The job description and person specification must be included with the reference request so that the referee can answer specific questions contained in the reference request.

11.1 Testimonials and open references must not be relied upon.

Standard reference and pro-forma's should be used, rather than letters, so that specific questions can be asked and information sought, which will be presented in the format requested by the school and aid scrutiny of the reference.

An example of reference pro-formas can be seen in Appendix 6.

References received should be checked to ensure all specific questions have been answered satisfactorily and any unspecific or vague answers followed up with the referee. This could be by telephone initially with a request to provide written answers or amplification, as appropriate.

Any discrepancies between the information provided by the applicant and the referee should be taken up with the applicant. This could be done before or at interview depending on the significance of the discrepancy.

If an applicant requests that a referee should not be contacted unless s/he is the preferred candidate the school could:

- Accept this (not recommended), or;
- Contact the applicant to explain that it is the Trust's policy to contact the referees of all shortlisted candidates and ask the applicant why s/he does not wish a referee to be contacted. If the explanation given is acceptable to the school the reference request could be delayed, but it must be recognised that this may delay the formal job offer and affect the starting date of the applicant, or;
- State that it is the Trusts policy to contact the referees of all shortlisted candidates, it reserves the right to do this and that there are no exceptions to this. Therefore, unless the applicant is willing to give permission for the referee to be contacted, s/he will not be shortlisted. If this option is chosen there should be a clear statement made to this effect in the information sent to respondents to advertisements.

References should be sought on all short listed candidates, including internal candidates. If a situation arose where a reference has not been obtained on the

preferred candidate before interview, the school/trust must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the candidate's appointment is confirmed.

There is no legal requirement to provide a reference unless so stated in an individual's contract of employment. In the event that a referee refuses to write a reference, find out why and seek an alternative referee.

Any queries or gaps in information should be checked with the referee. You should also ensure that you don't let a 'glowing reference' go unchallenged. There have been occasions when employers have embellished an individual's attributes just to get rid of them. A quick phone call can allay any fears or concerns that you may have and/or may confirm your fears.

12. Shortlisting

Any applications that have not been fully and properly completed should not be accepted. The school may send such forms back to the applicant(s) for completion, and if this is the case sufficient time will need to be built into the recruitment process to allow for this. A statement on the Trusts policy on this should be included in the information sent to respondents to advertisements.

Applications should be scrutinised and any discrepancies, inconsistencies and gaps in employment should be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant.

As well as obvious discrepancies and gaps in employment, 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 should be explored and verified.

The shortlisting meeting could also be used to agree the roles of the interview panel and agree questions for individual applicants where, in addition to the set questions for all applicants, such questions are necessary in order to explore discrepancies and inconsistencies in the application (where these had not been resolved with the applicant before interview) and any matters arising from references that need to be explored with the applicant. If this is not done at the shortlisting meeting sufficient time will need to be set aside for it before the interviews.

To ensure a fair and equitable procedure and to ensure that the appointed candidate is suitable to carry out the duties and responsibilities of the post, all candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

All decisions should be accurately recorded. An example of a shortlisting recording form can be seen in Appendix 7.

Short listing and interview guidance notes can be found in Appendix 8.

12.1 Checks before interview

If a short listed candidate 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, the facts should be verified before the 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 or checking course content for a particular qualification with the academic establishment where the study was undertaken.

13. Interviews

The interview will assess the merits of each candidate against the job requirements and will explore their suitability to work with children. Interviews should always be held face to face and best practice would be to have a minimum of two interviewers. Ideally, all of the interviews should all be scheduled for the same day; this will allow the panel to make their decision while their impressions of the candidates are still fresh.

The timetable for interviews should allow sufficient time for the panel to discuss each candidate and prepare for the next interview.

If the panel decides that testing should be used as part of the recruitment process, tests should be supervised by appropriately qualified persons and the recruitment timetable should be altered to allow enough time for the tests to be undertaken, administered and feedback given to the panel.

Involving pupils in the recruitment and selection process in some way, or observing shortlisted candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing this, for example, shortlisted candidates might be shown around the school by the pupils and a governor or senior member of staff or those applying for a teaching post may be asked to teach a lesson.

13.1 Invitation to Interview

In addition to the standard interview arrangements such as time and place, directions to the venue and membership of the interview panel, the invitation to interview should remind candidates about how the interview will be conducted areas it will explore, including suitability to work with children and whether any testing will take place, as well as exploring the candidate's suitability to work with children.

Candidates should also be asked to bring original documentation to confirm their qualifications and identity. 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 by the school or applicant.

The school/Trust should ensure that letters give reasonable advance notice of the interview to allow the candidate to prepare.

An example of an invite to interview letter can be seen in Appendix 9.

13.2 Interview Panel

There should be a minimum of two interviewers and interviews should never be carried out by one person alone, including for short term appointments e.g. supply teachers. The roles of the panellists should be agreed in advance and at least one panel member should focus on keeping detailed notes of questions asked and responses. It is not recommended that the person asking questions is also responsible for keeping detailed notes as s/he, and any other panellists, need the opportunity to observe the candidate.

The members of the panel should:

- Have the necessary authority to make decisions about the appointment;
- Be appropriately trained (one member of the interview panel in schools should have undertaken Safer Recruitment training- see policy statement section)
- 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; and
 - Agree their assessment criteria in accordance with the person specification

13.3 Interview Questions

The panel should agree a set of questions they will ask all the candidates, which reference particular areas/issues which will elicit responses that can then be analysed. They may also agree a set of questions they will ask candidates in order to explore information contained in their application and references.

The panel should ensure that both open and closed questions are used, as both have an equally important role. Open questions require a fuller answer, whilst closed questions can establish facts.

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.

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 School/Trusts agenda for safeguarding and promoting the welfare of children
- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee
- Whether the candidate wishes to declare anything in light of the requirement for a DBS check.

If for any reason references cannot be obtained before the interview, the candidate should also be asked at the interview if there is anything s/he wishes to declare or discuss in light of the questions that will be put to his/her referees. It is vital that the references are obtained and scrutinised before the appointment is confirmed and before s/he starts work. Candidates should also be asked if they want to declare anything in light of the requirement for a DBS check.

You can approach the Head of Operations/HR & Governance Manager for advice on interview questions, if required.

Questions should be clear and relevant. Avoid the following examples of bad practice:

- Making assumptions
- Asking convoluted questions
- Using complex or jargon words, unless relevant to the post
- Leading a candidate in a particular direction
- Talking too much yourself
- Letting the individual side-track the process – stick to the agreed questions and request an answer
- Accepting a short and un-detailed answer and moving on – probe and ask further questions if required

Some examples of questions are:

- What attracted you to teaching/this post?
- How do you think your own childhood may have influenced your practice with pupils/students?
- What motivates you to work with children/young people?
- Tell us about your interests outside work.
- What do you think are the professional challenges facing teachers today?

- Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? How could you have done better?
- Young people can develop crushes, how would you deal with this?
- What would you do if you were concerned about a colleague's behaviour towards children?
- Give an example of how you managed poor pupil behaviour.
- Give an example of when you have had to respond to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
- When do you think it is appropriate to physically intervene in a situation involving children/young people?
- What makes a school safe and caring?
- What policies are important to support a safe environment?
- What are staffs' responsibilities in protecting children?
- How would you define an appropriate teacher (or post title)/pupil relationship?
- Give examples of what you would consider to be appropriate and inappropriate pupil behaviour.

13.4 Recording of the Interview

It is very important that the responses of candidates and the views of the panel are recorded. An example of a candidate assessment record can be seen in Appendix 10 and an example of a panel summary form can be seen in Appendix 11.

When recording your own or the views of the panel, it is important to remember that your comments should be factual and unbiased, that they do not breach any equality legislation and that personal and subjective comments such as describing a candidate's appearance, do not appear on the written record. Employment Tribunals can order disclosure of certain confidential documents/records.

13.5 Possible Danger Signs

Individuals unsuited to working with children may show one or more characteristics that can be viewed as possible "danger signs":

- The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority
- There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds
- There is a tendency to view children and young people in idealised or romanticised terms
- They may appear dogmatic, autocratic, arrogant and over confident

- There appears to be an over-identification with young people, and a lack of appropriate intimate or supportive relationships with other adults.

14. Qualifications and Identity

Before the interview or at the end of the interview you should ask the candidate for their documentation for photocopying. This includes educational/professional qualifications and identity documents for asylum and immigration purposes (examples of appropriate documentation can be found in appendix 9). It is recommended that person taking the copies must then sign the copies to confirm sight of the original documentation.

15. Secretary of State Prohibition Orders

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting therefore before any offer of employment is made a check of prohibition should be carried out using the Employer Access Online Service.

16. Volunteers and Agency/Self Employed Workers

16.1 Volunteers

Volunteers are also seen by children as safe and trustworthy adults, and if a school is actively seeking 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 a 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 and Barring List Check . 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.

16.2 Agency/ Self Employed Workers

Agency workers and self-employed workers may be engaged by a school.

When an agency is used to provide supply staff this will be in compliance with the School's staffing regulations in force from time to time. The School will need to seek written assurance from the Agency that safer recruitment measures and vetting is undertaken by the Agency.

Where an external organisation i.e. an organisation other than Ad Astra Academy Trust, provides services for children, the Head Teacher must be satisfied that the person(s) working with children, if required to undertake a DBS and Barring list check, can provide details of this upon engagement.

17. 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
- Verification of the candidate's identity and immigration status
- Verification of the candidate's medical fitness
- Verification of qualifications (if not verified after the interview)
- Verification of professional status where required e.g. QTS status (unless properly exempted)
- For teaching posts - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and, for support staff posts - satisfactory completion of the probationary period.

Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training DfEE – Circular 4/99

An example of a conditional offer letter can be seen at Appendix 12.

The School should seek advice from the Head of Operations/HR & Governance Manager and follow relevant DBS guidance if a Disclosure reveals information that gives cause for concern.

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 school must also keep a separate written record of checks undertaken, in accordance with the Staffing Regulations. A template form is at Appendix 13.

Where:

- The candidate is found to be on Barred List or 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 immediately to the police and/or the DfES Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) via Head of Operations/HR & Governance Manager.

18. DBS Checks on Overseas staff & Work Permits

18.1 DBS Checks on Overseas staff

Under the Staffing Regulations, Schools must carry out further checks, as appropriate, on staff recruited from overseas, if in the opinion of the School the DBS disclosure is not sufficient for assessing the person's suitability for the post. This must be done before the appointment is made.

A DBS Disclosure will not detail offences committed whilst abroad, therefore the DfES guidance strongly advise that staff from other countries should be asked to apply to their home police force or embassy for a certificate of good conduct, as well as from other countries where they have worked. The HR & Governance Manager should be contacted for advice in such cases.

Particular care should also be taken with the other required checks, especially those of identity and qualifications, and to obtain satisfactory references.

18.2 Work Permits

Make sure the documents are valid

You need to check that:

- the documents are genuine, original and unchanged and belong to the person who has given them to you
- the dates for the worker's right to work in the UK haven't expired
- photos are the same across all documents and look like the applicant
- dates of birth are the same across all documents
- the person has permission to do the type of work you're offering (including any limit on the number of hours they can work)

- for students you see evidence of their study and vacation times
- if 2 documents give different names, the person has supporting documents showing why they're different, eg marriage certificate or divorce decree

Read the [guidance on preventing illegal working in the UK](#) for the lists of acceptable documents and how to conduct right-to-work checks.

Further checks

You don't have to do further checks if the person doesn't have restrictions on their right to work in the UK.

You'll have to make [additional checks on your worker](#) if they have a limited right to work in the UK.

Take a copy of the documents

When you copy the documents:

- make a copy that can't be changed, eg a photocopy
- for passports, copy any page with the expiry date, applicant's details (eg nationality date of birth and photograph) including endorsements, eg a work visa or Certificate of Entitlement to the right of abode in the UK
- for biometric residence permits, copy both sides
- for all other documents you must make a complete copy
- keep copies during the worker's employment and for 2 years after the person stops working for you
- record the date the check was made

All of the above should be carried out ensuring data protection.

When the job applicant can't show their documents

You can only ask the Home Office to check your employee or potential employee's immigration employment status if:

- you're reasonably satisfied that they can't show you their documents because of an outstanding appeal or application with the Home Office
- they have an Application Registration Card
- they have a Certificate of Application that is less than 6 months old

The document must state that the work that the employer is offering is permitted. Many Application Registration Cards and Certificates of Application don't allow the person to work.

If you require further guidance please contact the HR & Governance Manager.

19. Retention of Recruitment Records – Data Protection

The Trust will establish and adhere to retention periods for recruitment records because personal information should be retained only as long as it is justified and relevant to do so. In relation to recruitment records this may be only as long as the statutory period in which a claim arising from the process may be brought or whilst the recruitment is on-going. It is therefore strongly advised that recruitment records are only retained for a maximum period of six months and following this all manual records should be shredded and electronic records permanently deleted. Whereas the records for the appointed candidate should be retained on their personal file and not destroyed, to meet Safer Recruitment and Inspection requirements.

19.1 Induction

For all staff and volunteers newly appointed into the school/trust, including teaching staff, regardless of experience, there should be an induction programme.

The purpose of the induction is to:

- Provide training and information about the Trust's policies and procedures;
- Support individuals in a way that is appropriate for the role for which they have been appointed;
- Confirm the conduct expected of staff within the school/trust;
- 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.

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;
- How and with whom any concerns about those issues should be raised;
- Safe practice and the standards of conduct and behaviour expected of staff and pupils within the school/trust; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing

20. Probation

It is important to monitor successful candidates during their probationary period. When this has finished you should have sufficient information to decide whether the probationary period has been passed, needs extending or whether the successful candidate has not met the criteria in order to complete the probation satisfactorily. Further guidance is contained within the 'Probationary Policy for Trust Staff'.

21. Further Advice and Guidance

In addition to the guidance contained in this document more information about the issues can be found on the following websites.

Chartered Institute of Personnel and Development - Good practice for recruitment practices and other personnel issues:

www.cipd.co.uk

Disclosure & Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Employer Access Online:

<https://www.gov.uk/teacher-status-checks-information-for-employers>

Department for Education: Services and Guidance:

<https://www.gov.uk/government/organisations/department-for-education>

School Governors Website:

www.governor-net.co.uk

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Physical and Mental Fitness to Teach of Teachers and Entrants to initial Teacher Training' DfEE - Circular 4/99:

Employers' Organisation for Local Government:

<http://www.local.gov.uk/>

The Office for Standards in Education (OFSTED):

www.ofsted.gov.uk

**National Association for the Care and Resettlement of Offenders (NACRO)
Crime reduction charity and advice on resettlement of offenders:**

www.nacro.org.uk

Recruitment Checklist

For further detailed information then please refer to the Shortlisting and Interview Guidance Notes (Appendix 7)

This checklist is to assist the panel in ensuring that all aspects of Safer Recruitment are met. It is essential that when recruiting all relevant sections of this checklist are applied.

AT SHORTLISTING

Actions:	Check box (action complete)
Complete short listing form	<input type="checkbox"/>

FOLLOWING SHORTLISTING

Actions:	Check box (action complete)
Gaps within the applicant's employment or education should be highlighted so that you can explore the gaps with the candidate at interview as part of the safer recruitment requirements	<input type="checkbox"/>

PRIOR TO INTERVIEW

Actions:	Check box (action complete)
Agree standard interview questions including those related to safeguarding and promoting the welfare of children/vulnerable adults in order to measure suitability of the responses given by the candidate	<input type="checkbox"/>
Agree any specific questions to individuals relating to information on individual application forms, e.g. gaps in employment history, inconsistencies in dates, reasons for leaving previous employment, and information from returned references. It may also be necessary to agree questions relating to any personal declaration made (disclosure of cautions/convictions, etc)	<input type="checkbox"/>

AT INTERVIEW

Check and take copies of all the documents below:	Check box (action complete)
All relevant qualifications (ensuring that they meet the requirements of the person specification)	<input type="checkbox"/>
Check passport photograph and take copy	<input type="checkbox"/>

Proof of identity/Asylum and Immigration documents	
Proof of Professional registration (if required)	
If an online application, ask the candidate to sign and date form	

Action	Check box (action complete)
Ensure you ask all your pre-prepared questions as above and complete and sign the candidate assessment forms	
Ensure gaps in employment have been fully explored and responses recorded in writing on the application form	
Inform candidate of the terms and conditions of the post	
Complete and sign the Panel Summary Form	

FOLLOWING INTERVIEW

When you contact the successful candidate please confirm that you are offering the appointment subject to:	Check box
Satisfactory references (if still outstanding)	
Satisfactory DBS clearance	
Satisfactory medical clearance	
Declaration relating to Childcare Disqualification Regulations (2009)	

Action	Check box (action complete)
Panel members are to agree who is to give feedback to unsuccessful candidates and contact them individually. (Note: This must always be a member of the panel)	

I ensure that the above criteria have been followed and implemented	
Signed (Chair of panel)	Date

Appendix 2

Job Description

TRUST AND SCHOOL LOGOS

JOB TITLE: **X**

DIVISION: **X**

GRADE: Band **X** to Band **x**

RESPONSIBLE TO: **Title**

POST REFERENCE: **x**

Purpose of Post

Insert

Key Relationships

Insert / delete

Main Duties and Responsibilities

Insert

Changes

Over time school services change and develop. This can impact upon the main duties and responsibilities of the role, and subsequently the post holder, who will be required to adapt. Any changes will be appropriate to the grading of the post and will be made in discussion with the post holder.

Date: **Insert**

AD ASTRA TRUST IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS. IF THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES THEN A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.

PERSON SPECIFICATION: **Job Title**

POST REFERENCE: **Insert**

Ad Astra Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to safer recruitment measures, including a Disclosure and Barring Service (DBS) check.

REQUIREMENTS	ESSENTIAL CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)	DESIRABLE CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)
<ul style="list-style-type: none"> - Educational/vocational/ occupational qualifications and/or training - Specific qualifications (or equivalents) 		
<ul style="list-style-type: none"> - Work or other relevant experience 		
<p>ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)</p>		

REQUIREMENTS	ESSENTIAL CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)	DESIRABLE CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)
<ul style="list-style-type: none"> - Skills, abilities, knowledge and competencies 		
<ul style="list-style-type: none"> - General competencies 		
<p>ESSENTIAL / DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)</p>		

Please note all appointments within the Trust are subject to a declaration of medical fitness by the Trust's Occupational Health Service (having made reasonable adjustments in line with the Equality Act (2010) where necessary.

Required from XXXX**CLASSROOM TEACHER REF:SR-XXXXX****Grade – Main Pay Scale****Hours****Permanent / Fixed Term Contract**

The Governors wish to appoint, from September 20XX an enthusiastic and highly motivated teacher to join our teaching team. Previous experience can be with children of any age across the primary sector. Applications are invited from both experienced and newly/recently qualified teachers, who are:

- Excellent practitioners, with high expectations for all children, who have an excellent understanding of pupil progress.
- Willing to contribute and work closely with team members, for the benefit of the whole school.
- Able to develop excellent relationships with children, parents/carers and other staff.

Visits to the school are welcomed, and can be arranged by contacting the school office. Application packs are available from the school office. Packs can be emailed to applicants by contacting the Headteacher, at XXX@XXXX.School.uk

Ad Astra Trust is committed to safer recruitment practice and promoting the welfare of children and expects staff and volunteers to share this commitment. Pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an enhanced DBS clearance check.

Closing Date: XX

Short listing: XX

Interviews: XX

School Letterhead

Date

Private & Confidential

Dear Sir / Madam

REFERENCE REQUEST

Candidate Name:

Post:

Interview Date:

The candidate named above has provided you as a contact to obtain an employment reference.

Attached for your completion is a Reference Request Form. It would be appreciated if you could complete this form using the enclosed Job Description and Person Specification and return it by the interview date specified above.

We do not acknowledge receipt of references, therefore, you are thanked in advance for your assistance.

Yours faithfully

Name

REFERENCE REQUEST

Private & Confidential

Section A	
Candidates Name	
Post Applied For	
Subject to Safer Recruitment Measures?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Interview Date	

Section B	
How long have you known the applicant?	
In what capacity do you know the applicant?	
If current / past employer please complete the following:	
Job Title	
Start Date	
Leave Date	
Reason for Leaving	
Salary upon Leaving	
Please comment upon the applicant's performance history to-date	

Section C
Referring to the enclosed Job Description please give your assessment within the following areas:
Suitability for the post

Character and personality
Skills and ability
Relationships with Colleagues, Customers and the General Public
Time keeping and reliability

Section D	
Is the candidate subject to any unspent disciplinary proceedings or sanctions?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details below:
Is the candidate subject to any capability proceedings?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details below:
Would you employ / re-employ this candidate if you were in a position to do so?	Yes <input type="checkbox"/> No <input type="checkbox"/> If no please provide details below:
Is there any additional information that you wish to provide?	

Section E	
IF THE POST IS SUBJECT TO SAFER RECRUITMENT MEASURES (see Section A) PLEASE ENSURE YOU ANSWER THE FOLLOWING:	
Has the candidate ever been subject to any allegations / investigations / disciplinary sanctions involving issues related to the safety and welfare of Children / Young People / Vulnerable Adults (including those expired).	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details and outcome below:
Are you aware of any reason(s) why it would be inappropriate to appoint this person given the access to Children / Young People / Vulnerable Adults (including convictions and cautions)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes please provide details below:

Section F	
Completed by (print name)	
Job Title	
Name of Organisation	
Contact Number	
Date	
Signed	

OFFICE USE		Date:	
------------	--	-------	--

	Reference Verified: Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Signed:	

At Shortlisting

You will need to ensure that shortlisting is completed by a minimum of two people. If this is a Safer Recruitment post then at least one panel member must have passed Safer Recruitment training.

You should shortlist each application against the essential and, where applicable, the desirable criteria set in the person specification (marked as (F)).

If you have a large volume of candidates meeting the essential criteria then to reduce the number of shortlisted candidates then you should apply the desirable criteria and other information contained within the application (such as experience, skills, etc).

Only applications received on time will be shortlisted except in exceptional circumstances

Applicants who indicate that they consider themselves to have a disability under the terms of the Equality Act must meet the essential criteria to be guaranteed an interview under the Guaranteed Interview Scheme. This will be highlighted on the front of the individual application form where applicable.

The Chair of the Recruitment Panel must ensure the shortlisting has been carried out in an equitable manner.

All shortlisting decisions should be recorded on the Shortlisting Matrix.

Prior to Interview

You will need to ensure that the interview panel consists of a minimum of two people. If this is a Safer Recruitment post then at least one panel member must have passed Safer Recruitment training.

The Chair of the panel should ensure that interview questions are prepared prior to interview. You must explore the criteria indicated on the person specification marked as (I).

If the post is a Safer Recruitment post then you must ensure you have a standard question related to safeguarding and promoting the welfare of children/vulnerable adults. You should be prepared to explore the response given in order to measure suitability to work in the role.

Review application forms and any other candidate information supplied to determine if there are inconsistencies, e.g. gaps in employment history, dates, reasons for leaving previous employment, and information from returned references. Make a note to explore this at interview. It may also be necessary to agree questions relating to any personal declaration made (disclosure of cautions/convictions, etc). You will need to write responses at interview on the application form for a written record.

Consideration needs to be given to the following:

- Any other assessment exercises to be used as part of the selection process
- Organisation of any equipment needed, laptop for presentations
- Ensure any reasonable adjustments for interview requested by the candidate have been accommodated

At Interview

You will need to write responses at interview on the application form for a written record.

Note: The Equality Act 2010 makes it generally unlawful to ask questions about disability or health before a job offer is made. Breach could result in the employer being liable for unlawful disability discrimination resulting in financial damages being claimed.

Please ensure you check / photocopy the following:

- All relevant qualifications (ensuring that they meet the requirements of the person specification)
- Proof of identity/Asylum and Immigration documents (preferably photographic)

Note: this check will assist in ensuring that the applicant for the post is the person attending interview and also if offered the post the person commencing employment. Where ID is not photographic it is essential that a member of the recruitment panel is able to visually verify that the person commencing employment was the person interviewed and offered employment.

- Proof of Professional registration (if required)
- If an online application, ask the candidate to sign and date form

Following Interview

Every effort will be made to reach a consensus in determining the successful candidate. Where there is not a consensus, the most senior representative must decide whether an appointment can be made and if so, on what basis.

Following interview, the successful and unsuccessful candidates will, wherever possible, be notified of the outcome verbally as soon as possible. To ensure consistency the same person should verbally notify both the successful and unsuccessful candidates. **Remember that only a conditional offer of appointment should be confirmed to the candidate subject to:**

- **Satisfactory references (current or past employer) (only one needed if internal appointment)**
- **DBS clearance**
- **Declaration relating to Childcare Disqualification Regulations (2009)**
- **Health clearance**
- **Proof of identity and eligibility to work in the UK (e.g. passport)**
- **Qualifications**

Feedback given to candidates must be restricted to the feedback agreed by the panel and given to all by the same person. A record of feedback should be kept.

Invite to Interview Template Letter

Trust or School Letterhead

Date

Private & Confidential

Name

Address

Address

Address

Dear Candidate

Application for Post Title

Your application for the above post has now been considered and I am pleased to confirm that we would like to invite you to attend an interview.

The interview details are as follows:

Day Day

Date Date

Time Time

Location Location

Report to Report to

The interview panel members are as follows:

Name / Job Title

Name / Job Title

Name / Job Title

The selection process will consist of a series of questions structured around the job description and person specification for the post. As this is a Safer Recruitment post

the panel will also assess your suitability to work with children and/or vulnerable adults.

* (if required) You will also be required to deliver a presentation lasting no more than (insert number of minutes) on the following topic:

(Insert title of presentation)

PowerPoint presentation equipment will be available on the day.

It is essential that you bring the following documentation to your interview:

- **Proof of qualifications** (listed in essential criteria of the person specification).
- **Proof of Identity (Photographic):** If you do not have photographic evidence of your identity, the documents supplied at interview must include your name, date of birth and home address.
- **Proof of eligibility to work in the UK:** Employers have a duty to check that all new employees are entitled to work in the United Kingdom. Enclosed are the lists of what is acceptable as proof or eligibility to work in the UK. Please bring with you the relevant documentation from these lists.

If you are unable to attend the interview, require any adaptations to enable you to attend, or have any queries regarding the arrangements, please contact me. Alternatively, if you have any queries relating to the post then please contact **Managers Name** on **Manager's Telephone Number** or **Managers Email Address**.

Yours sincerely

Name

Eligibility to work in the UK

LIST A – Documents that show an ongoing right to work in the UK.

Any of the documents, or combination of the documents, described in List A demonstrate that the holder is entitled to work in the UK. If a document or specified combination of documents from List A is provided, there is no need to provide documentation from List B.

- Passport of a British citizen or a citizen of the UK and Colonies having the right of abode in the United Kingdom;
- Passport or national identity card of an EEA/Swiss national;
- Resident permit, registration certificate or document indicating permanent residence issued by the Home Office/UK Border Agency to an EEA/Swiss national;
- Permanent residence card issued by the Home Office/UK Border Agency to the family member of an EEA/Swiss national;
- Biometric Immigration Document issued by the UK Border Agency allowing indefinite/no time limit on stay in the UK;
- Passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK/ no time limit on stay

OR

- An official document issued by a previous employer of Government agency e.g. HMRC, DWP, JobCentre Plus which contains the permanent NI number and name of the person

TOGETHER WITH

- Immigration Status Document issued by the Home Office or UK Border Agency with an endorsement indicating that the person named is allowed to stay indefinitely in the UK/ no time limit on their stay in the United Kingdom; or
- Full UK birth certificate; or
- Full UK adoption certificate; or
- Birth certificate issued in the Channel Islands, the Isle of Man or Ireland; or
- Adoption certificate issued in the Channel Islands, the Isle of Man or Ireland; or
- Certificate of registration or naturalisation as a British citizen; or
- Letter issued by the Home Office or UK Border Agency indicating that the person named is allowed to stay indefinitely in the United Kingdom.

LIST B – Documents that show a right to work in the UK for up to 12 months.

Any of the documents or combination of the documents, described in List B demonstrate that the holder is entitled to work in the UK for a limited period. If a document or specified combination of documents from List B is provided, there is no need to provide documentation from List A.

- Passport/ travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to be employed in the type of work in question, provided that it does not require issue of a work permit;
- Biometric Immigration Document issued by UK Border Agency indicating the person named can stay in the United Kingdom and is allowed to do the work in question;
- Residence Card/Document issued by the Home Office/ UK Border Agency to a family member of an EEA/Swiss national

OR

1st COMBINATION

- Work permit/ other approval to take employment issued by the Home Office/UK Border Agency;

TOGETHER WITH

- Passport/ other travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to be employed in the work in question; or
- Letter issued by the Home Office/ UK Border Agency confirming the same;

2nd COMBINATION

- Evidence of verification by the UK Border Agency Checking Service

TOGETHER WITH

- Certificate of Application issued by the Home Office/UK Border Agency to family member of EEA/Swiss national stating that the holder is permitted to take employment which is less than 6 months old; or
- Application Registration Card issued by the Home Office/ UK Border Agency stating that the holder is permitted to take employment

3rd COMBINATION

- Document issued by a previous employer of Government agency containing NI number and name of person

TOGETHER WITH

- Immigration Status Document issued by the Home Office/ UK Border Agency indicating that the person can stay in the United Kingdom and is entitled to be employed in the type of work in question; or
- Letter issued by the Home Office/ UK Border Agency to the holder/ employer/ prospective employer, which indicates that the person named in it can stay in the United Kingdom and is entitled to do the work in question.

CANDIDATE ASSESSMENT FORM

Candidate: Date of Interview:

Post Title: Department:

Panel:

Scoring System:

Score	Definition
0	Did not answer the question.
1	Did not meet basic requirements: attempted to answer the questions but gave very limited or inappropriate responses.
2	Met basic requirements: understood the question and gave an adequate answer.
3	Above basic requirements: gave a well-structured response, covering the full range of the question, spoke fluently and confidently.
4	Outstanding: gave a well-structured response, covered the full range of the question, spoke fluently and confidently and displayed a depth of understanding and insight beyond the normal expected response.

Q 1		Score (please circle) 0 1 2 3 4
Q 2		Score (please circle) 0 1 2 3 4
Q 3		Score (please circle) 0 1 2 3 4
Q 4		Score (please circle) 0 1 2 3 4
Q 5		Score (please circle) 0 1 2 3 4

Score (please circle) 0 1 2 3 4

Q 6
Score (please circle) 0 1 2 3 4

Q 7
Score (please circle) 0 1 2 3 4

Q 8
Score (please circle) 0 1 2 3 4

Q 9
Score (please circle) 0 1 2 3 4

Q 10
Score (please circle) 0 1 2 3 4

The above scores are an indication of how the candidate responded. The final decision should not be made on the basis of the total score as this is a panel decision. Other factors should be taken into account e.g. other selection methods used as part of the selection process, references, presentations etc.

Comments:

[Empty rectangular box for signature or stamp]

Signed: Date:

Panel Summary Form

POST: _____

Candidate Name	Criteria		Panel comments	Decision (In order of priority) 1 = OFFER 2 = 1 st Reserve 3 = 2 nd Reserve 4 = Unsuitable
	Meets standard	Does not meet standard		

Selection Panel:

Name	Signature	Post Title	Department	Tick if you are safer recruitment trained

Date: _____

This form must be used in conjunction with the person specification. One member of the panel should have undertaken Safer Recruitment Training

TRUST OR SCHOOL LETTERHEAD

Contact: XXX.XXXXXXX@XXXX.

Date

Private and Confidential

Name
Address
Address
Address
Postcode

Dear Name

Conditional Offer of Employment - Post Title

Further to your recent interview, I am pleased to confirm the conditional offer of employment made to you for the position of Post Title.

The terms applicable to this offer are:

School: X
Contract Type: Permanent/Fixed Term
Grade: Band, SCP x (£) – (£)
Development Scheme: This post sits within a development scheme, band X to X. If you wish to progress within the scheme, please ask your manager for further details.
Commencement salary: £X
Hours of work: X per week/per annum

This conditional offer of employment is subject to the following recruitment checks: (delete as appropriate)

DBS (Standard/Enhanced with Barring Check Children/Adults)	Please telephone (01429) 523331 to obtain an Appointment. You are required take the enclosed DBS application tracker form along with you to your DBS appointment at the Civic Centre. Please refer to the enclosed guidance for applicants.
--	---

Health Assessment	Please complete the enclosed Health Assessment Questionnaire and return in the pre paid / pre addressed envelope provided.
2 References that the Academy Trust or XXX School deem satisfactory	It is your responsibility to ensure that your referee is aware that a reference may be requested from them. Please note references will only be requested <u>once</u> following this conditional offer of employment, therefore, you are encouraged to follow any request up with your referee.
Proof of Identity and Date of Birth	Your original Passport or Photo Card Driving License is to be viewed and copied as proof of Identity and Date of Birth. If you do not hold a passport please see box below.
Proof of eligibility to work in the UK	If you do not hold a Passport you must produce a British Birth Certificate or a Government Agency document confirming your right to work in the UK.
Proof of Qualifications	Your original certificates relevant to the offer of this post in line with the essential criteria contained within the Person Specification are to be viewed and copied.
Declaration relating to Childcare Disqualification Regulations (2009)	If you are working in an early years or nursery setting with children or providing later years childcare for children who have not attained the age of 8 years, then in addition to the DBS check and Barring List check, it is a condition of your employment that you disclose to any employer if you or someone in the house you live with has been disqualified from working with these children under these Regulations. You will be asked to sign a declaration regarding this and failure to do so may lead to the termination of your employment.

I advise that this offer will remain conditional until we have completed, and are satisfied, with all necessary employment checks. If you are currently employed and have reason to believe there could be issues highlighted as a result of the recruitment checks and you intend on giving notice to your employer, then we would advise caution as this offer may be withdrawn should any employment checks not be fulfilled or satisfy the requirements of **Ad Astra Academy Trust**. In the meantime, I would be grateful if you could please return the following documents as soon as possible.

Please return to: Name, Address Postcode.	Included	Not Included
Lump Sum Death Grant – Expression of Wish Form & Cohabiting Partners Nomination Form		

<i>If you wish to opt out of this Pension Scheme please contact Teesside Pension Fund directly on 01642 727777</i>		
New Appointment Form – Personal Details <i>If you are in receipt of your P45 you must forward to Payroll, Level 3 Civic Centre, Victoria Road, Hartlepool, TS24 8AY. If you do not or cannot provide this document then deduction of Income Tax on an emergency code basis will be made until such a time as a P45 or tax code is received.</i>		
Emergency Contact Details Form		
Ad Astra Academy Trust - Data Protection, Security and ICT Agreement - Form of Undertaking		

For Information Only:	Included	Not Included
A short guide to the Local Government Pension Scheme		
Ad Astra Academy Trust or XXX School – Health & Safety Policy		
Job Description		
What is Identity Fraud Leaflet		
Ad Astra Academy Trust or XXX School - Internet & Email Policy		
Ad Astra Academy Trust or XXX School - Data Protection Policy		
Data Protection Act 1998 Code of Practice Leaflet		
Child Care Voucher Information booklet		

Please confirm, in writing, your acceptance of this offer of employment by returning the attached slip, along with the required documents. Once we receive the relevant

recruitment checks a start date will be confirmed with you and a Contract of Employment issued.

We look forward to you joining Ad Astra Academy Trust and/or XXX School (delete if internal already). If you have any queries or require any further information in connection with this offer of employment please contact me on the above telephone number.

Yours sincerely

Name

Post Title

Encs.

New Starter Checklist		Address:			
Name		Start Date			
Post		Post Reference No			
School		Continuous Service Date			
* must be included for all new starters including internal applicants	New Applicant		Internal Applicant		Location of Document e.g. Personal File
	Initials	Date	Initials	Date	
Application Form *					
Job Description *					
Person Specification *					
Advert *					
Offer Letter Sent *					
References x 2 * Referee contacted to prove reference provided is from them? Yes / No			<i>One required for Internal if already has 2 on file</i>		
Health Clearance					
DBS Disclosure					
Proof of Qualifications*					
Check of prohibition via Employer Access Online Service (teachers only)					
Declaration relating to Childcare Disqualification Regulations (2009) (if applicable)					
Proof of Photographic ID * (If no photo ID available, documents supplied must include DOB, NI Number & Home Address).					
Proof of eligibility to Work in the UK (if Passport not produced refer to below **)					
Emergency Contact / Next of Kin Details					
Bank Details forwarded to Payroll (Inc other relevant documents e.g pension forms)			N/A		

**Proof of eligibility to work in the UK: Documentation from one of the following – British Birth Certificate, Government Agency Document (e.g from the Inland Revenue, Benefits Agency, Contributions Agency or Employment Service), Government Documents including NI number e.g. P45/60, Payslip or Passport/other travel document showing that person has current leave to remain in the UK and is not precluded from taking employment.