



Policy Name	Recruitment & Selection
Review and Approval by	Full Board of Governors
Date Ratified	02 November 2016
Signed By	
Position	Chair of Board of Governors
Review Period for this Policy	3 Yearly
Date for Future Review	October 2019

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
November 2010	Policy Implemented
December 2012	Updated Policy (relating to Disclosure & Barring Service)
30/01/16	Amend Governing Body to Board of Governors.
02/11/16	Reference to 'Keeping Children Safe in Education' (September 2016) on page 1.

Introduction

This Recruitment and Selection Policy has been compiled in line with the DFE Guidance 'Keeping Children Safe in Education' (September 2016). This policy aims to ensure both safe and fair recruitment and selection at all times. Safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people.

Policy statement

This school has adopted a recruitment and selection policy to help deter people from applying who are unsuitable to work with children and young people and to ensure that a consistent, fair and thorough process is followed, ensuring safeguarding is an integral factor.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

This policy aims to ensure that the school has a fair and consistent recruitment procedure to appoint the best person for the job regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage & civil partnership, and pregnancy or maternity.

A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

The Local Authority is the employer of staff in maintained and voluntary controlled schools.

The Governing Body is the employer of staff in all non maintained schools.

Headteacher's, on behalf of the Governing Body are responsible for ensuring that appropriate recruitment practices are followed.

Where a Headteacher or Deputy Headteacher is being recruited to a maintained school, the Governing Body will consult with the Local Authority about the recruitment process. The Director of People or her representative must be included in the selection process for Headteacher appointments in LA maintained schools.

Scope

The policy applies to all school employees and volunteers, as well as governors responsible for and involved in the recruitment and selection of staff.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body may delegate the responsibility to the Headteacher for appointing staff other than those to the leadership group.

Purpose

To ensure the recruitment of all staff (including volunteers) is conducted in a fair, effective and economic manner.

To attract, select and retain staff who will successfully and positively contribute to the future development of the school.

To ensure that procedures are in place to select the best candidate for the role, but also to deter, reject or identify people who are not suitable to work at the school.

Principles

The following principles are encompassed in this policy:

- 🌱 All applicants will receive fair treatment by a professional high quality approach being undertaken at each stage of the recruitment process.
- 🌱 The Job Description, person specification or role profile are essential tools and will be used throughout the process.
- 🌱 Employees will be recruited based on the knowledge, experience and skills needed for the job.
- 🌱 Selection will be carried out by a panel with at least two members but preferably with three. At least one member of the panel will have received appropriate training on the recruitment and selection process as recommended by the DFE.
- 🌱 Selection will normally be based on a minimum, completed application form, shortlisting and interview.
- 🌱 All posts will normally be advertised.
- 🌱 To reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people.
- 🌱 To leave a positive image of the school with unsuccessful applicants.
- 🌱 To give successful candidates a clear understanding of the post and what is expected of them.
- 🌱 The Equality Act 2010 makes it a requirement to make reasonable adjustments to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.
- 🌱 Monitoring and evaluation are essential for assessing the effectiveness of the process in accordance with relevant employment legislation, safer employment practices and equalities legislation.

Safer Recruitment – Training

It is a requirement that at least one member of the interview panel has completed either the NCSL 'Safer Recruitment' online training or undertaken the Safer Recruitment training provided by Plymouth City Council.

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

Rehabilitation of Offenders Act 1974

All positions in schools are exempt from the ROA because duties of posts in schools (paid or unpaid) involve regular contact with children and therefore fall under the Rehabilitation of Offenders Act (Exceptions Order) 1975 and 2000.

Therefore, for all posts in schools that will involve regulated activity the recruiting manager is required to request a DBS Disclosure check under the Police Act 1997 and the Vulnerable Groups Act 2006. The DBS Disclosure provides information on both 'spent' and 'unspent' convictions, as nothing will be considered as 'spent' for these types of posts.

The Disclosure and Barring Service (DBS)

The Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) merged on 1st December 2012 to become a single organisation called the Disclosure & Barring Service (DBS).

Equalities

There is a duty on all schools to actively promote equal opportunities, eliminate discrimination and promote positive attitudes. All applicants must be considered against criteria that relate only to the requirements of the job.

Due consideration must be given to reasonable adjustments and equalities initiatives which can help to address any under representation. However, it is not intended to allow automatic selection of under-represented groups. This is a complex area and it is recommended that if governors are considering this action they should contact their school's HR Adviser for advice.




Application form

A standard application form produced by the LA can be found on school room which can be used by schools. It is **not** good practice to accept curriculum vitae drawn up by the applicants in place of an application form because these will only contain the information the applicant wishes to present. The application form will be used to obtain a common set of core data from all applicants.

Recruitment Planning




Planning is an integral part of successful recruitment. It is an opportunity to review the vacancy, considering the current and future needs of the school, as well as considering other arrangements such as job sharing or part-time hours. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate and whether there are any particular matters which need to be mentioned in the advertisement for the post in order to prevent unwanted applications.

Adopting a structured recruitment process will:

-  Minimise the risk of appointing someone unsuitable
-  Enable the school to audit a process and ensure all relevant steps are taken
-  Ensure written records of procedures are available for future records if required.

Job description/person specification/role profiles

The school will ensure that up-to-date information about each position is available for applicants. For support staff roles, the role profile should be reviewed prior to starting a recruitment process to ensure that the demands of the post have not changed. If the role has changed, it will need to be determined whether the role requires re-evaluation. Re-evaluation will ensure that appropriate equal pay benchmarking takes place. It should then be sent to the HR grading team where it will then be re-evaluated by the Grading Panel. The Headteacher will be notified of the actual grade of any changed/new job. A number of role profiles for support staff can be found on the School Room under HR support – Pay and Conditions – Role profiles. It should be noted that the shortlisting criteria for these posts which are described by a role profile, can be found in the section called Experience, Knowledge and Qualifications. Any amendments to teachers' job descriptions must be made in line with the conditions of service and the framework of professional standards for teachers as set out in the Schoolteachers' Pay and Conditions Document. If additional responsibilities are to be allocated to the post consideration may be required to the payment of a Teaching and Learning Responsibility allowance or a Special Needs allowance. Care should be taken when revising any role profiles or job descriptions & person specifications to ensure that none of the contents are discriminatory, such as:

-  Age limits or requirement to have 'x' years' experience
-  That the qualifications are necessary and can be objectively justified
-  Physical requirements should only be specified where it can be demonstrated that this is an integral part of the role. Statements such as "must be energetic" for a job mainly sedentary should be avoided.

Advertising

All posts should be advertised as widely as possible unless there are clearly defined reasons not to. Posts advertised internally within the school should also be circulated to staff on maternity leave and long term absences if applicable.

A reasonable period of time should be allowed between the publication of the advertisement and the closing date. If known, shortlisting and interview dates these should be included within the advertisement. Occasionally, a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a fixed-term appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long term sickness absence.












Where the need for a fixed term post becomes a permanent one, then the Governing Body will need to consider whether it is appropriate for the current postholder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post being designated as fixed-term and any subsequent changes in the needs of the school and the original recruitment process that was undertaken. Advice can be sought from the School's HR Adviser.

In line with DFE Guidance the paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, role profiles or job descriptions, competency frameworks and induction training materials:

"The School and the Local Authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment."

Writing the advertisement

Advertisements should be clear and state briefly:

-  The job title
-  Salary (if part-time the pro rata salary)
-  Contract terms, permanent, temporary, fixed term
-  Number of hours
-  Whether available for job share
-  Job requirement, if not explicit in the job title
-  Essential criteria for job applicants
-  A brief description of the school
-  Job Location
-  Details of the application process
-  Name of the person to contact if the applicant wants to find out more information

Avoid using phrases such as "young, mature, energetic" person. Consider alternative wording when not putting in 'x years' experience'. Think about pictures and images used in adverts and whether they may be considered discriminatory.

If the post being advertised is for a fixed term or temporary basis then the reason for the appointment being temporary needs to be specified in the advert. Advice on reasons can be found on the School Room, HR Support, Policy and Guidance, Temporary Contracts.






When a vacancy is advertised, the advertisement must include a statement similar to: "the school is committed to safeguarding and promoting the welfare of children, therefore the successful applicant will be required to undertake a DBS Enhanced Check for Regulated Activity".

Shortlisting

Shortlisting will be undertaken by all panel members. The shortlisting and interview panel should consist of the same people throughout the selection process. One panel member will be nominated as the chairperson who must ensure the impartiality of each of the panel members. The panel will agree a final short list of candidates to interview.

All applications must 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 history. Incomplete applications should not be accepted and should be returned to the applicant to be fully completed. All applicants must be assessed equally against the essential criteria without exception.

If there are gaps in employment history it is best practice to:

-  Identify gaps
-  Check if the date for leaving full time education has been recorded
-  Check if an explanation of any gaps has been given
-  Record the gaps at this stage, if shortlisted
-  Check recorded reasons for leaving previous employments

Late applications should not generally be considered and certainly not once short-listing has commenced. If only one candidate is shortlisted, the policy allows the shortlisting panel discretion on whether to interview and possibly appoint the candidate or postpone the interview until a larger pool of applicants have been sought, e.g. after re-advertisement.

A written record of decisions should be retained for both shortlisted and non-shortlisted applicants.

Assessment methods

Assessment and selection methods should be relevant, non-discriminatory and cost effective. Selection methods must not disadvantage any particular group.

A range of selection methods can be considered in order to test candidates' suitability for the role. For example teachers are likely to be observed teaching as well as attending an interview.

Where a presentation or classroom observation is to be part of the selection process the panel should decide how this information will be collected and fed back to the candidates.

Candidates should be notified in advance of any tests, presentation or selection exercises.

Assessment and selection of applicants with a disability: applicants who have indicated on the application form that they have a disability must be contacted by the appointing officer and informed of the selection process, and asked what 'reasonable' adjustments might be required to meet their needs.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought directly from the referee, not via the candidate themselves.

Do not rely on references or testimonials provided by the candidate or an open reference i.e. "To Whom it may concern". There have been instances of candidates forging references/testimonials.

References must be sought on all short-listed candidates, including internal candidates, and must be obtained before the interview so that any issues of concern raised can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage. In any case, where a reference has not been obtained on the preferred candidate before interview, the school must ensure that a satisfactory reference is received, before the person's appointment is confirmed.

At least two satisfactory references must be obtained for each shortlisted candidate. One of the references should be from the current employer or most recent employer. If the post with the current employer doesn't cover work with children, an additional reference should be taken up from a previous employer where the post did include work with children if applicable

All requests for references should seek objective, verifiable information and not subjective opinion. A copy of the job description and person specification or role profile should be included with all requests, and every request must ask:

- 👤 About the referee's relationship with the candidate, e.g. did they have a working relationship; if so what, how long has the referee known the candidate and in what capacity.
- 👤 Whether the referee is satisfied that the person has the ability and it suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post, and how s/he has demonstrated that s/he meets the person specification/role profile.
- 👤 Whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and the reasons why the referee believes the person might be unsuitable.
- 👤 Ask the referee for their consent to the reference being disclosed to the candidate.
- 👤 Remind the referee that they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission.

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

- 👤 Confirmation of details of the applicant's present post and details of the reason for leaving.
- 👤 Specific verifiable comments about the applicant's performance history and conduct.
- 👤 Details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children and young people, including any in which the disciplinary investigation has expired, and the outcome of those; and
- 👤 Details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

On receipt of references, they should be checked to ensure that all the specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification, as appropriate. Any discussions must be documented as these will form part of the written documentation of the recruitment & selection process.

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

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

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

If an applicant is not currently employed with children or young people it is advisable to seek a reference from the school/education establishment they were last employed in and reasons for leaving. This may be an additional reference to those already sought.

Full information on the best practice for references can be found in the Safeguarding Children and Safer Recruitment in Education publication.

A link to the [sample reference form](#) with [covering letter](#), plus the [follow up letter](#) (absence) can be found on School Room by accessing HR Support, Recruitment.





The Interview Process

The interview will assess the merits of each candidate against the job requirements and explore candidates' suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview.

Interview panel

A minimum of two interviewers will form the interviewing panel, but preferably three. The members of the interview panel will be the same people who undertook shortlisting. The panel member who was nominated as chairperson at the shortlisting stage will also chair the interview panel. No offer of employment can be made without meeting the candidate and interviewing them on a face to face basis in line with normal procedures.









The panel should agree the questions that will be put to all candidates relating to the requirements of the post. This can be agreed at the shortlisting stage, as part of the recruitment planning or the panel will need to arrange to meet prior to the interviews taking place 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 based on the information provided in the candidate's application and references (if available). A candidate's response to an issue will determine whether and how that is followed up and who on the panel will ask about each of those.
-  Agree the assessment criteria in accordance with the job description & person specification or role profile.
-  Any other additional recruitment and selection methods required, i.e. presentations, written exercises, aptitude testing etc.

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

The Interview

In addition to assessing 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's agenda for safeguarding and promoting the welfare of children and young people;
-  Motivation to work with young people
-  Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
-  Emotional resilience in working with challenging behaviours and, attitudes to use of authority and maintaining discipline;
-  Gaps in the candidate's employment history
-  Concerns or discrepancies arising from the information provided by the candidate and or referee; and
-  Ask the candidate if they wish to declare anything in light of the requirement for a DBS Enhanced Check for Regulated Activity

Candidates must be asked to bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. **NB** 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.

Records of interviews for unsuccessful candidates must be retained for a minimum of 12 months from the date of the advertisement. Records should include:

- 🌱 Assessment and selection criteria used
- 🌱 Application of assessment and selection criteria
- 🌱 Interview and other selection method notes
- 🌱 Reasons for the decision made

Reasons for the decisions taken by the interview panel must be recorded, to be completed and filed by the chairperson. This must include details of all the information used to reach a decision.

All recruitment paperwork relating to the successful candidate must be retained and placed on his/her personal file.

The school has a responsibility to maintain a central record for the complete recruitment process including interview notes, DBS checks and copies of qualifications.

Restrictions on health/disability questions

The Equality Act 2010 does not permit employers to ask any job applicant about their health or disability until the person has been offered the post. This includes checking previous attendance levels. There are some exceptions where it is possible to ask health related questions as follows:

- 🌱 To determine if the candidate is able to participate in an assessment to test their suitability for the role
- 🌱 To determine reasonable adjustments for the interview or any tests
- 🌱 To establish whether the applicant can carry out a function which is fundamental/intrinsic to the performance of the role
- 🌱 To monitor the diversity of the applicant (this could be incorporated in the application form)
- 🌱 To take positive action in supporting employment for disabled people (e.g. under the “two ticks” scheme)

Checks on attendance levels can only be carried out after the successful candidate has been offered the position.

Unsuccessful Candidates

Unsuccessful candidates should be contacted as soon as possible. It is good practice to offer feedback and provide this at a mutually agreed time.

Should the successful candidate subsequently refuse the appointment, the school may recruit from the unsuccessful applicants without re-advertising the post as long as this is within 6 months of the original recruitment process.

Pre-employment Checks and Conditional Offer of Appointment

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

- 🌱 The receipt of at least two satisfactory references (if those have not already been received).
- 🌱 Verification of eligibility to be employed in the UK
- 🌱 Verification of the candidate’s identity (if that could not be verified straight after the interview)
- 🌱 Verification of qualifications (if not verified after the interview)
- 🌱 Verification of professional status where required e.g. QTS status, A check of the DBS children’s barred list and a satisfactory DBS Enhanced Certificate.
- 🌱 (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.

All pre-employment checks will be:

- 🔒 Confirmed in writing
- 🔒 Documented and retained on the personal file (subject to certain restrictions on the retention of information imposed by DBS regulations)
- 🔒 Recorded on the school's central record database; and
- 🔒 Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- 🔒 An applicant is found to be on the DBS Children's Barred List, or the certificate 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 and young people
- 🔒 The School will liaise and seek advice from the Local Authority's Safeguarding Business Manager if a disclosure reveals information that a candidate has not disclosed in the course of the selection process. The facts must be reported to the police and/or the DFE Children's Safeguarding Operations unit. Guidance regarding DBS procedures and concerns regarding disclosures can be obtained from HR.
- 🔒 HR will liaise with the school in order to follow relevant DBS guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the disclosure conviction information supplied is different from the information supplied by the candidate on their original job application, this must be further explored with the candidate. If a judgement is reached that the candidate deliberately falsified the information supplied on the job application this can be taken into account when considering whether a job offer can be withdrawn. It is normal policy that any deliberate falsification of an application, in any respect, will debar a candidate from appointment.
- 🔒 If subsequent checks reveal any concerns or that the candidate is found to be on the DBS Children's Barred List, or that the candidate has been disqualified from working with children by a Court, or the applicant has provided false information in support of their application, the school should contact HR for further advice.

Disclosure & Barring Service (DBS) - Portability of Certificates and Certificates of Good Conduct

Portability

Plymouth City Council will accept portability of DBS Certificates in specific circumstances. Relevant sections from this policy are quoted below:

The Corporate Management Team has determined that the Council will only accept the process of portability of the Disclosure & Barring Service (DBS) certificates in the following circumstances and provided the satisfactory certificate is of the same level as required by the Council, with the same degree of contact with children/young people and has been obtained within the last three years:

Where someone moves to the Council from another local authority, school or further education college and provided they have not had a break in service.

- 🔒 Trainee teachers on recognised and approved teacher training courses at university or teacher training college where there is a requirement (as part of the course) to attend teaching practice in Plymouth schools, at regular and agreed intervals.
- 🔒 Students who attend university/college or sports coaching degree courses and require a work placement as a condition of completing the degree course and, formal agreement to such a placement has been made with the university/college.

DBS certificates can only be considered for portability purposes if they are within two years and

nine months of their issue date (i.e. at least three months before the three-year anniversary of the issue date).

Where schools are considering DBS certificate portability, it is strongly advised that advice is sought from Plymouth City Council's Safeguarding Business Manager.

Where portability of a DBS certificate is agreed it will only be valid for a period of two months to enable a new DBS clearance to be sought by the school and any offer of employment will remain subject to satisfactory DBS clearance.

Certificate of Good Conduct (where appropriate)

The Disclosure and Barring Service (DBS) is only able to supply information relating to the period the candidate has been resident in this country. Therefore if the successful candidate has lived outside the UK for a period of 3 months or more (excluding BFPO addresses), a Certificate of Good Contact will be required. It may be necessary for the applicant to obtain a translation of the Certificate of Good Contact. The original Certificate of Good Conduct must be presented and photocopies must not be accepted.

Eligibility to work in the UK

Under the Immigration, Asylum and Nationality Act 2006 it is a criminal offence to employ someone without entitlement or permission to work in the UK. The Act requires all employers in the UK to make basic document checks on every person before they start work to help ensure that they do not employ illegal workers.

Employers are also required to re-check documents at least every 12 months if the employee has time-limited leave to enter or remain in the UK.

Detailed guidance on [eligibility to work in the UK](#) can be found on School Room, HR Support, Recruitment.

Overseas trained teachers (OTT)

OTTs are allowed to teach in state maintained schools and non-maintained special schools in England as unqualified teachers for four calendar years.







Enquiries regarding overseas trained teachers and QTS should be directed to the TDA.

Induction





Induction to the School

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, regardless of previous experience. This will include those recruited from other schools where there has been a change of employer, for example, from a Local Authority to a school where the Governing Body is the employer

The purpose of the induction is to:

-  Provide training and information about the establishment's policies and procedures
-  Support individuals in a way that is appropriate for the role recruited to
-  Confirm the conduct expected of staff within the school and;
-  Provide opportunities for the 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.
-  Identify any learning and development needs

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children and young people is concerned the induction programme should include information about:

-  Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures
-  Safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment
-  How and with whom any concerns about those issues should be raised and
-  Other relevant personnel policies and procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role.

Induction for Newly Qualified Teachers

Detailed advice and guidance on the Induction for Newly Qualified Teachers is contained in the Department for Education document 'Induction for newly qualified teachers (England) - Statutory guidance for appropriate bodies, head teachers, school staff and governing bodies (Revised August 2012). Teachers who obtain Qualified Teacher Status (QTS) after 7 May 1999 will have to complete an induction period of three school terms (or equivalent) if they are to work in maintained primary or secondary schools, or in non-maintained special schools in England. All exemptions to this are shown in Annex B of the above document.

The induction period will combine an individualised programme of monitoring and support which will provide opportunities to develop further knowledge, skills and achievements in relation to the standards for the award of QTS with an assessment of performance.

Probationary Period – Support Staff

Different probationary arrangements will apply for teachers (see Induction paragraph in Section 23 above) and support staff. For support staff, see the Model Schools Probationary Policy that can be found on school room.

The probationary period applies to all support staff including those transferring from another local authority, or people who have related service e.g. local government staff, civilian employees from the police and fire service.

If Plymouth City Council is the employer and the employee has continuous service, no further probationary period is required. However, in all other instances where a change of employer occurs, a probationary period will need to be undertaken.

Support staff are required to undertake a probationary period of 6 months in every new post.

Right of Appeal

Normally there is no appeal stage in the recruitment process, candidates have the right to feedback but the panel's decision is final. The only redress an individual has is to make a claim for discrimination.

Volunteers

Recruitment of volunteers must be in line with this policy and all appropriate recruitment checks should be made on volunteers as would be done for permanent, fixed term and temporary staff. See the Model Schools Volunteer Policy on school room.

Agency/supply teachers

It is important that thorough checks are made on anyone who will be working in a school both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession. Schools must satisfy themselves that the agency has carried out the necessary checks in respect of safeguarding and eligibility to work in the UK.

Schools must record whether they received confirmation of relevant checks from the supply agency (and copies of the DBS Certificates where appropriate) on the school's single central record.

Where a teacher is directly employed following a period of agency working it is essential that the school carries out all checks normally conducted on a new employee.

RECRUITMENT AND SELECTION FLOWCHART

