Wetherby High School

RECRUITMENT AND SELECTION POLICY

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RECRUITMENT AND SELECTION OF SCHOOL STAFF POLICY

1.0 INTRODUCTION

This document outlines the key points of the recruitment and selection policy. It sets out the requirements of current relevant legislation and provides a framework within which recruitment panels should operate to ensure that the best appointments are made within a professionally sound and legal system.

The most valuable resource of any organisation is its workforce; getting the right people into the right posts is crucial to the success of the business. One of the most important challenges faced by Headteachers and managers is to ensure they recruit the right employees. Although the recruitment process can take time and can incur additional cost, the price of making a wrong appointment can be more costly in the long term. Investing sufficient time and resources into the recruitment process will help the recruitment panel make the right decision, first time round.

1.1 SAFER RECRUITMENT

This policy is underpinned by the Department for Education (DFE) **'Keeping Children Safe in Education' (Sept 26)** document and National Safer Recruitment Training. Together these will ensure proper safeguards are in place for children and young people by helping recruitment panels to deter, reject or identify people who may abuse children, or who are otherwise unsuited to work with them. These measures must be applied to everyone who works in an education setting where children and young people are likely to perceive the individual as a safe and trustworthy adult. This includes people who work in school who are not on the school's payroll, those staff who do not have direct contact with children within their role, and all contractors and volunteers.

Wetherby High School has a **'Safer Recruitment Policy'** and a **Recruitment Checklist** which should be followed by the member of the recruitment panel designated as having had Safer Recruitment Training and the recruitment administrator to ensure the safer recruitment procedures are adhered to.

1.2 THE EQUALITY ACT

Fairness in how we recruit and select our employees plays a significant part in creating a fair environment in terms of equal opportunities. Therefore, every internal and external applicant for a job within the school should be considered against criteria which relate only to the requirements of the job.

The Equality Act (Oct 2010) provides legislation to ensure the workplace is a fair environment and that employers comply with the law.

There remain a number of protected characteristics as outlined in the legislation. These include:

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

2.0 DISCRIMINATION

Unlike other employment legislation, an applicant can allege discrimination against an employer although there is no direct employment relationship. This is particularly pertinent in the recruitment process whereby a potential applicant, person applying, or selected candidate may claim discrimination on the grounds of one or more of the protected characteristics. ACAS defines the different forms of discrimination as follows:

Direct discrimination - Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

Discrimination by association - Already applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination - Already applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect discrimination - Already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership. Now extended to cover disability and gender reassignment. Can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably in managing your organisation, i.e. that it is 'a proportionate means of achieving a legitimate aim'. A legitimate aim might be any lawful decision made in running the school, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

Being proportionate means being fair and reasonable, including showing that you've looked at less discriminatory alternatives to any decision you make. All actions and documents involved in the process must be free of any criteria that could be interpreted as being discriminatory within the terms of the Equality Act 2010. For example, advertisements, job

descriptions and person specifications must not include anything that could be construed as an intention to discriminate on an unlawful basis. Employers may also be unlawfully discriminating by failing to make reasonable adjustments that would allow a disabled person to take part in the recruitment process.

Unlawful discrimination could also be found in the terms on which employment is offered, or by refusing, or deliberately omitting to offer employment, or deliberately omitting a candidate from a shortlist on the grounds of a protected characteristic defined under the Equality Act.

2.2 Reasonable Adjustments for Interview and Assessment Purposes

It is permitted under the Equality Act to ask candidates when inviting them to interview and assessment to notify the school of any reasonable adjustments they may need to be made to allow them to take part.

Candidates should be asked to notify the administrative contact nominated for the recruitment process of any reasonable adjustment required. This contact person should then ensure reasonable adjustments are made. It may become apparent to the interview panel that an adjustment has been made, however the recruiting manager should ensure as far as possible that adjustments are shared on a need to know basis only.

In all cases if the panel become aware of an adjustment, they should ensure this has no discriminatory effect on any part of the recruitment process.

2.3 References & Health Checks

Under the Equality Act 2010, we will not ask about an individual's absence record or health before they are offered a job (subject to a few very limited exceptions). We should not collect information or enquire into an individual's absence record, health or disability in the application or interview stage prior to a candidate being offered a position. The school may complete supplementary checks after making an offer of employment with a view to making reasonable adjustments or ensuring the individual is capable of doing the job. If a concern with previous sickness absence arises through supplementary checks, the concern will be referred to HR.

2.4 Employment Legislation

There is a significant body of employment legislation and guidance which has an impact on the Recruitment and Selection process. This includes:

- School Staffing (England) Regulations 2009
- Keeping Children Safe in Education (DfE 2026)
- Equality Act 2010
- Asylum and Immigration Act 1996
- Rehabilitation of Offenders Act 1974
- The Data Protection Act 2018

- The UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025 (DUUA)

Reference to the relevant legislation will be made throughout the policy and within the guidance and supporting documents.

3.0 SAFEGUARDING AND THE RECRUITMENT PROCESS

Safeguarding and promoting the welfare of children is an essential part of creating a safe environment for children and young people and must be an integral factor in the management of recruitment and selection at every stage.

In line with DfE guidance the paragraph below will be included in all advertisements and candidate information packs.

'This 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.'

3.1 DBS

Wetherby High School will comply with the current legal requirements laid out by the Disclosure and Barring Service (DBS)

3.2 Safer Recruitment Training

It is a requirement that prior to the start of the recruitment process at least one member of the interview panel has successfully completed Safer Recruitment Training.

4.0 THE RECRUITMENT PROCESS

4.1 The Objective

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the current and future development of the school.

It is also important to remember that applying for a vacancy is often the first contact an individual has with the school, so the experience should be positive. All those responsible for recruiting should:

- Ensure that all applicants, whether successful or unsuccessful, have a positive experience of the recruitment process
- Give applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a selection decision which may lead to issues in the future or may not meet our commitment to safeguarding children

4.2 Evaluating the Vacancy

When a vacancy arises, the Headteacher and/or Governing Body may need to review the school's staffing needs and determine whether it is appropriate for the post to continue in its current form or whether changes should be made.

5.0 JOB DESCRIPTION AND PERSON SPECIFICATION

5.1 Job Description

A job description is a vital tool in making the recruitment and selection process fairer and more effective. Job descriptions must be used for all posts. A clear and precise job description will make it much easier to identify the skills, experience and knowledge needed to do the job.

Before any post is advertised, an up-to-date job description should be prepared. It should describe fully and in plain language, the responsibilities and duties of the post, as follows.

- The job title
- The job purpose – why the job exists
- The reporting structure – to show where the job is placed within the school
- Main duties/ responsibilities
- Salary band
- Grade
- A statement about commitment to promoting and safeguarding the welfare of children must be incorporated in all job descriptions.

If a nationally or locally-agreed job description exists, this may be used. The School Teachers' Pay and Conditions Document (STPCD) contains details of the professional duties and salary scale for Teachers.

When a new post is created, or when a vacancy arises and there is a need to modify the existing job description the school will undertake Job Evaluation or seek advice on the appropriate pay range for the post.

5.2 Person Specification

An up-to-date person specification is an essential feature of the recruitment process and should be used for all roles. It is essential in enabling a shortlist of applicants to be drawn up and a final selection to be made, based on fair, equitable and consistently applied criteria. It will ensure, as far as possible, that the right person is appointed to the position.

The Person Specification should include:

- The knowledge, skills, experience and qualifications, and any other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities that the successful candidate should be able to demonstrate

Care should be taken to ensure that the person specification is free of any criteria that could be interpreted as being discriminatory such as age limit or physical requirements.

6.0 DECIDING HOW TO FILL THE VACANCY

In most cases when a vacancy arises it will need to be filled on a like for like basis. In some circumstances, a permanent role may need to be filled on a temporary or fixed term basis. Under The Fixed-term Employees (Prevention of Less Favourable) Treatment Regulations 2002, there are a limited number of circumstances which provide a fair reason to create a temporary or fixed term contract. These are:

- To cover a period of long term absence
- To cover a period of maternity, paternity, adoption or parental leave
- To cover absence due to a secondment
- To carry out a short term project or short term curriculum need e.g. pending a curriculum review.
- Where a role is attached to specific funding

Fixed term or temporary employment contracts should not be created or offered to any applicant, including ECTs, as a way of imposing a probationary period.

6.1 Internal recruitment

When a vacancy arises and often before it arises (e.g. upon receipt of a resignation), the Headteacher may identify opportunities for appropriate existing staff to apply for the vacancy or additional hours first.

Whilst reviewing the school's current internal capacity, consideration should be given to:

- The potential for temporary or fixed term acting up opportunities
- Ensuring internal opportunities are shared with appropriate staff including colleagues on leave
- The potential need to fill further vacant posts or hours if the appointment were made internally

In this case, consideration must be given to the employment rights of the employee. In these circumstances advice should be sought from HR.

6.2 Redeployees

Leeds City Council is committed to supporting redeployees to secure employment through the Managing Staff Reductions policy and procedure. Working with the Leeds City Council Resources team, school may invite redeployees to apply for their school vacancies. Schools may offer redeployees the opportunity to be interviewed first, or with other candidates. The LCC Resources Team will match applicants using a skills assessment process prior to contacting participating schools with their details.

6.3 Advertising

The purpose of the advert is to attract suitably qualified and experienced applicants to apply for the role.

An internal advert for a post should highlight the key duties of the role and experience required, and should include the job description.

The Headteacher may ask for initial expressions of interest to gage the size and quality of the internal field before deciding whether to continue with the internal or external recruitment process, or both.

The internal recruitment process will include an interview.

The school will also consider whether it is necessary to advertise externally and in which publication, being mindful of advertising timescales, deadlines and costs when using services.

Existing employees applying for a role which is being advertised externally should apply through the external process, so they are treated in the same way as all other applicants.

In some cases of external recruitment, the school will need to use a supply agency, in which case the school will ensure the agency satisfies the required safeguarding requirements.

For safer recruitment purposes all advertisements will include the following statement:

'This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure'.

Advertisements must not include discriminatory statements which contravene legislation and should include the following statement:

'We promote diversity and want a workforce which reflects the population of Leeds'

6.4 Leadership recruitment

The principles of fair, legal and safe recruitment should be applied throughout the process. The key features of leadership recruitment are as follows:

- The responsibility for recruiting to a Headteacher post lies with the Governing Body.
- Deputy and Assistant Headteacher recruitment may be led by the Headteacher, supported by Governors.
- Headteacher and Deputy Headteacher posts would normally be advertised nationally unless in specific circumstances.
- Job descriptions and person specifications should include references to the relevant professional standards.
- Resignation dates should be taken into account when planning the recruitment timeline.

- Internal and external candidates should be treated consistently. Care should be taken to ensure that no part of the recruitment process favours, or could be seen to favour, an internal candidate
- A range of assessment activities which reflect the duties of the post and the person specification should be used in most cases.

7.0 APPLICATION PACK

The information made available to applicants following advertisement is very important. They should have access to:

- The application form
- Guidance for completing the application form
- The job description and person specification
- Any relevant information about the school
- The Recruitment Policy
- The Rehabilitation of Offenders Policy Statement
- The Recruitment Privacy Notice
- Flow Charts for applicants regarding disclosure of convictions and cautions as part of the recruitment process.

All information sent to candidates must, if requested, be provided in other formats such as Braille and large print or CD.

7.1 Application Form

An application form will always be used to ensure that a common set of information is obtained from all candidates. School will not accept curriculum vitae drawn up by applicants or recruitment agencies in place of an application form as they do not meet safer recruitment requirements.

The application form should obtain the following information:

- Full identifying details of the applicant including current and former names, date of birth, current address and National Insurance number
- A full history in chronological order since leaving secondary education, including periods of any post-secondary education/training and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment education or training and reasons for leaving employment
- A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which he/she is applying with details of the awarding body and date of award
- A declaration of any family or close relationship to existing employees or employers (including councillors and governors)
- Details of referees, one should be the applicant's current or most recent employer and a minimum of two referees overall. In some cases three references may be required.

- A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post.
- Disabled candidates should be allowed to submit applications in other formats than the standard application form. However tapes etc. should follow the same format as the Application Form and answer the same questions

8.0 THE RECRUITMENT PANEL

The membership of the recruitment panel may vary according to the nature of the appointment, but in all cases there are important factors which should be considered:

- The Governing Body has overall responsibility for staff appointments but the day to day responsibility is delegated to the Headteacher who will be expected to lead all recruitment panels.
- Where practicable the recruitment panel will include appropriate involvement of a representative of the schools Governing Body.
- At least one member of the interview panel must have completed Safer Recruitment Training.
- The shortlisting/interview panel should appoint a Chair whose role is to ensure that the recruitment process complies with policies and procedures
- The size of the panel should not be so large as to intimidate candidates but where practical should comprise an odd number of people to ensure that a decision can be made.
- Where possible and practicable, the same panel should be responsible for both short listing and interview. Members of the panel need to be familiar with the job description and person specification
- Where a candidate is known personally to a member of the selection panel the panel member should declare it before shortlisting takes place. It may then be necessary to consider changing the selection panel if there could be a conflict of interest, taking into account the relationship between the panel member and the applicant.

9.0 SHORTLISTING

9.1 All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies and to identify any gaps in employment.

Incomplete application forms should not be accepted or should be returned to the applicant for completion with a clear timescale for re-submission.

In line safer recruitment guidance, any anomalies or discrepancies or gaps in employment identified should be noted so that they can be discussed with the applicant if they are shortlisted. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment, or a mid-career move from a permanent post to supply teaching or temporary work will also need to be noted. These points should be verified at interview.

9.2 Objectivity

All candidates should be assessed equally against the criteria contained in the person specification.

Care must be taken to avoid negative assumptions, for example, about a woman's ability to work in the light of home circumstances. If she has submitted an application it must be assumed that she has made adequate arrangements. If an applicant lacks work experience it should not be assumed that they lack relevant skills. Consideration should also be given to skills acquired in outside activities, which would be relevant to the post.

The standard of completion of the application form should not be used as a test of literacy or other suitability for the job unless literacy/ communications skills are a specified requirement of the role and detailed in the essential or desirable criteria.

9.3 Equal Opportunities

In relation to the guidance on making reasonable adjustments for disabled candidates at interview / assessment outlined in 2.2 note the following. If the workplace is not accessible for people with impaired mobility, funds may be available, through Access to Work, to adapt the workplace or provide any special equipment needed.

9.4 Recording the process

It is important that clear records are kept as the panel may be required to give feedback to applicants at a later stage.

The short listing form should be completed to record where the applicants meet the requirements of the person specification. If an applicant does not satisfy the specification then make a note as to why.

9.5 Filtering large numbers of applications

To be eligible for interview an applicant must demonstrate that they meet all of the essential criteria on the person specification, which can be assessed from the application form. If a large number of applicants meet all the essential criteria school may then look at the applications again to determine those who meet the desirable elements of the person specification. This should narrow the field. A fair and consistent method of recording must to be followed to ensure the decision is clear and justifiable.

Where a large number of applicants equally meet all the essential and desirable criteria the panel may create a long list for the post or shortlist further based on the strength of the applications. This could involve the use of pre-selection techniques, for example, a test, presentation or interview from which could reduce the field further before carrying out the final shortlist for interviews.

10.0 REFERENCES

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee using the standard school reference form. School will not accept open references and/or testimonials. References received electronically will be verified.

References must be sought on all short listed candidates and should be obtained where possible before interview so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview.

As outlined in paragraph 2.3, school will not ask about an individual's absence record or any health related questions prior to making an offer to a candidate. Therefore, panels should ensure that no questions about absence health are asked at interview.

One reference must be the applicant's current or most recent employer and normally two referees are sufficient. Where an applicant is not currently working with children but has done in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed to work with children. References will not normally be accepted from relatives or friends.

In exceptional circumstances it might not be possible to obtain both references prior to interview, either because of delay on the part of the referee, or because a candidate objects to their current employer being approached at that stage. In these cases school may request a third referee.

In any case where a reference or references have not been obtained before interview, the school must ensure that two references have been received and scrutinised and any concerns are resolved satisfactorily, before the preferred candidate's appointment is formally confirmed.

Employment references are exempt from the Data Protection Act/UK GDPR and will not be released to an applicant without the express permission of the referee or a specific legal responsibility to do so.

11.0 INTERVIEW AND ASSESSMENT PROCESS

11.1 The Interview

The interview should always assess the merits of each candidate against the job description and person specification and for those posts working with children and young people, an exploration of their suitability to work with children.

The selection process should always include an interview even if there is only one candidate.

11.2 Selection Assessments and Exercises

Validated assessment activities can assist in making shortlisting and selection decisions by assessing attributes which the interview alone cannot easily measure, for example computer software skills.

If a supplementary assessment or a full assessment day is to be used as part of the recruitment process, it must be established that it is a valid way of measuring the skills, aptitude and experience required for the job. Tests should not contain any bias which may discriminate against applicants.

When administering assessments, special arrangements may be required for people with disabilities e.g. a reader for dyslexic candidates or large print and/or improved lighting for partially sighted candidates.

11.3 Involving young people

Children and young people can make a valuable contribution towards the assessment process. However, they should not be involved in the final decision making part of the process as they are not part of the recruitment panel.

It is essential that where children and young people are involved in any part of the process, that the principles of equality, fairness and transparency apply at all times. For example, particular care must be taken if the recruitment involves the teaching of a sample lesson. Candidates should be subject to broadly comparable experiences, which adhere to the principals outlined above, in order that objective assessments can be made.

Where a student panel or other student lead assessment forms part of the assessment process, the children should be supported by a member of staff to ensure that the same rigour and objectivity is applied to these activities as with any other part of the process.

12.0 INTERVIEW PREPARATION

12.1 Inviting candidates to the assessment process

When arranging interviews, reasonable notice should be given to the candidates.

Dates and times arranged should be arranged with the interview panel and assessments and interview questions agreed.

The interview invitation should include the following information:

- The interview date and time; venue, and information about assessments, if relevant.
- That applicants must bring evidence of their eligibility to work in the UK by bringing appropriate documentation to the interview, such as a birth certificate, passport or relevant Home Office documentation.
- That applicants must bring 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.

- That a photocopy of all candidates' identification and certificates will be made on the day of interview and retained in the successful candidate's personnel file.
- That the preferred candidate will be required to have a cleared DBS certificate and DBS Barred List Check.

Shortlisted candidates will be asked complete and return a self-disclosure form prior to the interview/assessment day and will be asked to sign a copy of this disclosure and their application form prior to interview.

Online Checks will be completed before interview for shortlisted candidates. The purpose of completing an online check for shortlisted candidates is to check if there is any information in the public domain that may impact on their suitability to work in a professional role with children. The online check will be conducted for shortlisted candidates before interview, where possible, so that any issues or concerns can be explored further with the candidate at interview. The online check will only consider material that is relevant to their role working with children, their professional reputation or the reputation of the school.

12.2 Disabled Candidates

Disabled candidates who are shortlisted should be asked to contact the school to discuss any adjustments they need to be able to attend the selection process. This could involve providing assistance to those with hearing, sight or mobility difficulties or allowing them to bring a friend or colleague. Leeds Sign Language Interpretation Service can provide sign interpreters and lip speakers on request.

Disabled candidates should also be given information about such matters as physical access to the premises and parking facilities, as required.

12.3 Expenses for candidates travelling to attend Assessment/ Interview

Candidates travelling considerable distances who would like school to give consideration to paying reasonable travelling expenses should raise this prior to attending for Assessment or Interview.

In these circumstances the school may decide to carry out part on the initial stage of the recruitment process remotely if this can be completed in a way which is fair and comparable to the selection process for any other applicants.

School may agree to pay reasonable travelling expenses for applicants traveling more than 30 miles to attend an interview. The method of transport and the scope of the expenses to be re-claimed should be agreed in advance of attendance at the assessment/interview. In all cases where this has been agreed the applicant will be provided with an expenses claim form to complete in full while at school and all receipts must be provided. If the applicant is submitting a pre-agreed claim for mileage a valid petrol VAT receipt must be provided.

13.0 INTERVIEWING

13.1 Scope of the Interview

In addition to assessing and evaluating the candidate's suitability for the post, the interview panel should also explore:

- The applicant's attitude toward children and young people
- Their ability to support the authority/school's agenda for safeguarding and promoting the welfare of children
- Gaps in the applicant's employment history
- Concerns or discrepancies arising from the information provided by the applicant and/or a referee
- Whether the applicant wishes to declare anything in light of the requirement for a DBS check.

If a disclosure is made the panel should seek advice from HR.

13.2 Conducting the interview

The Chair of the panel is responsible for ensuring that the interview is conducted in a fair and appropriate manner. So that all candidates are treated consistently and fairly, questions should be structured and based on the job description and person specification.

Candidates should be treated consistently, and given a fair and consistent amount of time to answer questions.

In no circumstances should questions be asked relating to a candidate's age, gender, gender reassignment, pregnancy or maternity, disability, sexual orientation, marital status, race, or religion/belief. Fluency in the English language should not be used as a selection criterion unless it is a genuine requirement of the job.

It is the responsibility of the Chair of the interview panel to ensure all questions are fair and lawful.

13.3 Recording the outcome

The Chair of the Panel is responsible for ensuring the completion of appropriate records for each candidate. Panel members will be asked to record notes to support their evaluation of the candidate's responses.

It is important that a copy of interview records, along with any other assessment records are retained in case any candidate asks to see written records of the selection process and decisions made. The Headteacher, chair of the panel or other suitable person should also refer to the records when providing feedback to candidates on their performance and so should retain the records until the feedback is complete.

14.0 THE SELECTION DECISION

The chair of the panel should ensure that no irrelevant information is introduced at this stage and that all decisions are based on how well the candidates meet the person specification.

14.1 Disabled Candidates

Disabled candidates should be measured against the person specification in the same way as other candidates, taking into account any reasonable adjustments.

14.2 Job Share Candidates

If a person applies for a full time position and requests part time hours, it is unlawful to discriminate against them at any stage of the recruitment process including at the shortlisting and selection stage. Fair consideration must be given to accommodating part time hours as should the possibility of recruiting another person to fulfil the remaining hours on a job share basis.

15.0 OFFER OF APPOINTMENT

15.1 Interim Offer of Employment – Pre appointment checks

A verbal offer to the successful candidate should be followed up in writing with an interim offer letter and should include the agreed starting date and starting salary details.

School will ensure that the following checks are undertaken:

- Verification of the candidate's identity using photographic ID and proof of address
- Verification of eligibility to work in the UK
- Overseas check, including references from any overseas education employer where candidates have worked in an education setting overseas.
- Verification of the candidate's mental and physical fitness to carry out their role (pre-employment health questionnaire)
- The receipt of at least two satisfactory references (see 10.0)
- Verification of qualifications
- Verification of professional status where required e.g. QTS status (unless properly exempted), NPQH
- A check of the DBS Barred List
- Obtaining a DBS Enhanced Disclosure, verified by the school
- A check using the Employer Access Online Service to see if a prohibition order issued by the Secretary of State for Education of GTCE sanction exists against the individual or not (for those doing teaching work))
- Verification of successful completion of statutory induction period (For Teachers apart for ECTs) (applies to those who obtained QTS after 7 May 1999)
- An Online check to check if there is any information in the public domain that may impact on their suitability to work in a professional role with children.

15.2 Disabled Candidates

When a job offer is made to a disabled candidate, every effort should be made to acquire equipment, make adaptations, arrange support or adjust working practices. It is good practice to invite disabled persons to visit school to discuss their requirements as soon as they have accepted a job offer.

15.3 Informing the Unsuccessful Candidates

Unsuccessful candidates should be informed either by phone or in writing. On no account should this message be left with partners, colleagues or friends.

Feedback should be available to candidates. It is best practice to give constructive feedback and can make a significant difference to candidates' opinion about the organisation, especially where their application has been unsuccessful.

Feedback can be given in either verbal or written form and should include an overview of the results of any assessments as well as the interview. The feedback should be accurate and the message should be delivered in a supportive manner. Raw scores should not be given; instead the person providing feedback should provide a balance between those areas where the candidate did well or showed strength, and areas of development, where the candidate needs to improve in the future.

16.0 INDUCTION

There will be an induction process for all newly appointed staff, regardless of previous experience.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff. A structured induction process will give employees the opportunity to meet colleagues, attend meetings and familiarise themselves with systems and school protocols.

The induction programme will also provide information to new members of staff with regards to:

- Policies and procedures in relation to safeguarding including child protection, local child protection and safeguarding procedures, anti-bullying, physical intervention/restraint, intimate care and e-safety.
- Safe practice and the standards of conduct and behaviour expected of staff and student s in the establishment i.e. Guidance for safer working practice for those working with children and young people in education settings (Feb 2022)
- How and with whom any concerns about the above issues should be raised

New members of staff should also be invited to attend child protection training appropriate to the person's role at the earliest opportunity.