RECRUITEMENT AND SELECTION POLICY

Attracting talent. Promoting fairness. Selecting with confidence.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to Recruitment and Selection, including workforce planning, vacancy approval, advertising, applications, shortlisting, interviews, selection activities, appointment decisions and employment arrangements. It establishes the expectations and procedures through which the school seeks to attract, assess and appoint suitably qualified, skilled and committed individuals through processes that are fair, transparent, consistent and proportionate.

At Riverside Bridge School, the recruitment and selection of staff is fundamental to the quality of education, care and support provided to pupils.

We recognise that the effectiveness of our school depends upon the knowledge, skills, professional judgement and commitment of the people we appoint. Recruitment is therefore more than an administrative process or a means of filling vacancies. It is an important responsibility through which we establish the expertise, capacity and professional culture required to meet the diverse and complex needs of our pupils.

As a specialist school supporting children and young people with a wide range of special educational needs and disabilities, recruitment decisions must reflect the distinctive demands of our provision. Staff may work with pupils who have complex communication, learning, sensory, physical, medical, emotional or behavioural needs. Appointments must therefore consider the knowledge, practical skills, professional attributes and personal qualities required to support pupils effectively, respectfully and with high expectations.

We are committed to attracting applicants who share the school's values and demonstrate the potential to contribute positively to our community. Alongside relevant qualifications and experience, we value professional curiosity, adaptability, compassion, resilience, teamwork and a willingness to learn. All employees, regardless of their role, are expected to demonstrate professional conduct, effective communication, accountability and a commitment to continuous improvement.

We are committed to equality of opportunity and to recruitment processes that are fair, inclusive, accessible and free from unlawful discrimination. Candidates will be assessed against clear, relevant and consistently applied criteria, recognising their experience, transferable skills and potential. Reasonable adjustments will be considered throughout recruitment to ensure that disabled applicants are not placed at a substantial disadvantage.

Recruitment will be planned carefully, taking account of pupil needs, staffing structures, curriculum requirements, school priorities and available resources. Job descriptions and person specifications will establish clear expectations, while selection activities will be appropriate to the responsibilities of each role. Where relevant, interviews may be supplemented by presentations, written exercises, practical activities or classroom-based assessments to provide a fuller understanding of candidates' suitability.

Riverside Bridge School uses MyNewTerm to manage recruitment, including vacancy advertising, applications, shortlisting, candidate correspondence and references. This supports a consistent, accessible and efficient process, with appropriate records maintained to demonstrate transparency and accountability.

We recognise that recruitment is a two-way process. Applicants should receive accurate information about the role, the school's specialist provision and professional expectations, enabling them to make informed decisions. Candidates will be treated with dignity, courtesy and respect throughout, and appointment decisions will be based on evidence, professional judgement and the requirements of the position.

Safeguarding remains fundamental to every appointment. This policy operates alongside the school's separate Safer Recruitment Policy, which establishes the safeguarding checks, suitability requirements and assurances that must be satisfied before an individual commences employment. Final written authorisation to commence work rests with the Headteacher, following confirmation that the applicable requirements have been met.

Recruitment does not end when an appointment is accepted. Effective onboarding, induction, probation and professional development are essential to ensuring that newly appointed staff understand their responsibilities, receive appropriate support and contribute successfully to the school.

Through a consistent, inclusive and carefully managed approach to recruitment and selection, Riverside Bridge School seeks to build and sustain a skilled, diverse and committed workforce capable of delivering high-quality provision and improving outcomes for every pupil.

Our responsibilities to applicants and the school community

At Riverside Bridge School, we will:

- plan and authorise recruitment in response to pupil needs, staffing requirements, curriculum provision and school priorities;
- maintain accurate job descriptions and person specifications, with appropriate grading and employment arrangements;
- advertise vacancies through MyNewTerm and other appropriate channels to attract suitably skilled and committed applicants;
- promote equality of opportunity, remove unnecessary barriers and provide reasonable adjustments throughout recruitment;
- assess candidates fairly and consistently against clear, relevant and objective selection criteria;
- recognise relevant qualifications, experience, transferable skills and potential for professional development;
- use structured shortlisting, interviews and proportionate practical assessments to inform appointment decisions;
- ensure recruitment panels act professionally, maintain confidentiality and declare potential conflicts of interest;
- make evidence-based appointment decisions supported by appropriate records and clear authorisation;
- communicate with applicants respectfully, transparently and within reasonable timescales;
- apply the requirements of the separate Safer Recruitment Policy throughout the appointment process;

- ensure the Recruitment Officer completes the relevant checks and documentation before the Headteacher provides final written authorisation to commence employment;
- co-ordinate onboarding documentation and employment administration with Partnership Learning;
- maintain recruitment records securely and in accordance with data protection and retention requirements;
- provide effective induction, probation and professional support to newly appointed employees;
- monitor and review recruitment practices to strengthen workforce quality, fairness and effectiveness.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE AND SCOPE

Establishing expectations. Promoting fairness. Supporting effective recruitment.

The purpose of this policy is to establish a clear, consistent and effective framework for the recruitment and selection of employees at Riverside Bridge School. It sets out the principles, responsibilities and arrangements through which the school identifies staffing requirements, attracts suitable applicants, assesses candidates and makes appointment decisions.

Recruitment and selection are integral to maintaining a skilled, effective and sustainable workforce. The school recognises that appointments have a direct impact on the quality of education, care, support and wider opportunities available to pupils. Recruitment decisions must therefore be informed by the school's current and anticipated staffing needs, the requirements of individual roles and the knowledge, skills and professional attributes necessary to deliver high-quality specialist provision.

This policy seeks to ensure that recruitment and selection processes:

- are fair, transparent, inclusive and consistently applied;
- support the appointment of suitably qualified, skilled and committed individuals;
- are based on objective evidence against clearly defined role requirements;
- promote equality of opportunity and prevent unlawful discrimination;
- recognise relevant experience, transferable skills and potential for professional development;
- enable candidates to demonstrate their suitability through appropriate selection activities;
- provide clear accountability for recruitment decisions and authorisation;
- support effective workforce planning and the responsible use of school resources;
- maintain appropriate records and protect candidates' personal information;
- contribute to the development and retention of a skilled and effective workforce.

The policy applies to the recruitment and selection of teaching staff, Co-Educators, senior leaders, administrative and operational employees, and other school-employed staff. It applies to permanent, fixed-term, temporary, part-time and full-time appointments, with processes adapted where appropriate to reflect the nature, duration and responsibilities of the position.

The principles of fair selection also apply, where relevant, to internal recruitment, promotion, temporary responsibility arrangements and acting-up opportunities. Where different arrangements are required under

an applicable employment policy, contractual provision or Partnership Learning procedure, these will be followed.

The policy covers the recruitment process from the identification and authorisation of a vacancy through to advertising, applications, shortlisting, interviews, selection activities, appointment decisions, conditional offers and coordination of employment administration.

Riverside Bridge School is responsible for managing its school-based recruitment arrangements, including the use of MyNewTerm, candidate assessment and appointment recommendations. The Recruitment Officer co-ordinates recruitment administration, while the Headteacher retains final responsibility for authorising an employee to commence work. Partnership Learning supports the subsequent employment administration and payroll onboarding arrangements in accordance with its responsibilities.

Safeguarding requirements are integral to recruitment but are governed in detail by the school's separate Safer Recruitment Policy. This policy must therefore be read alongside the Safer Recruitment Policy, which establishes the checks, suitability assessments and safeguarding assurances required before an individual may commence employment.

All individuals involved in recruitment and selection are expected to understand and apply this policy, exercise appropriate professional judgement, maintain confidentiality and ensure that decisions are fair, proportionate and properly documented.

Section 02

LEGAL AND POLICY FRAMEWORK

Meeting obligations. Upholding standards. Ensuring compliance.

Riverside Bridge School is committed to ensuring that recruitment and selection practices comply with relevant legislation, statutory requirements and the employment policies and procedures of Partnership Learning. Recruitment arrangements must be fair, transparent, proportionate and consistent with the school's responsibilities as an educational establishment and employer.

All recruitment decisions must be made within the applicable legal and contractual framework. Those involved in recruitment are responsible for understanding the requirements relevant to their role and seeking appropriate advice where matters arise that cannot be resolved through established school procedures.

Legislative and statutory framework

This policy has regard to relevant legislation and statutory guidance, including:

- Equality Act 2010 - prohibiting unlawful discrimination, harassment and victimisation, and requiring reasonable adjustments for disabled applicants.
- Employment Rights Act 1996, as amended - establishing employment rights and requirements relevant to recruitment, contractual arrangements and the commencement of employment.
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) - governing the lawful, fair, secure and proportionate processing of applicants' personal information.
- Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, as amended - establishing the legal framework governing the disclosure and consideration of criminal records for eligible positions.
- Immigration, Asylum and Nationality Act 2006, as amended - establishing employers' responsibilities concerning the prevention of illegal working and verification of the right to work in the United Kingdom.
- Keeping Children Safe in Education, as amended - establishing statutory safeguarding expectations relevant to the recruitment and suitability of individuals working in schools.
- School Staffing (England) Regulations 2009, where applicable - providing requirements concerning school staffing arrangements, appointments and associated responsibilities.

The school will also have regard to relevant employment guidance, including applicable ACAS guidance, and any additional statutory or regulatory requirements affecting particular posts.

The legislation and guidance identified above are not exhaustive. Recruitment arrangements will be reviewed and amended where necessary to reflect changes in statutory requirements, employment law or relevant guidance.

Equality, fairness and employment obligations

Riverside Bridge School will ensure that recruitment processes are based on the genuine requirements of each role and do not unlawfully disadvantage applicants because of protected characteristics.

Selection criteria must be relevant, justifiable and applied consistently. Decisions must not be influenced by personal preferences, assumptions, stereotypes or factors unrelated to an applicant's ability to fulfil the responsibilities of the position.

The school will consider reasonable adjustments throughout recruitment and selection, including adjustments to application arrangements, interview processes, assessment activities and communication methods where required.

Employment terms, salary, grading and contractual arrangements must be consistent with the relevant employment framework and Partnership Learning procedures. Any proposed departure from established arrangements must be considered and authorised through the appropriate process before an appointment is confirmed.

Safeguarding and suitability requirements

Riverside Bridge School recognises that the safeguarding and welfare of pupils are fundamental considerations in all recruitment activity.

The school's separate Safer Recruitment Policy establishes the detailed requirements for safeguarding-related recruitment procedures, pre-employment checks, references, suitability assessments and the arrangements for confirming that an individual may commence work.

Recruitment panels and those responsible for employment administration must ensure that the requirements of both policies are followed. A successful selection outcome or conditional offer does not, in itself, authorise an individual to begin employment.

Where safeguarding information or concerns arise during recruitment, these must be addressed through the procedures established in the Safer Recruitment Policy, with appropriate involvement of the Designated Safeguarding Lead and Headteacher.

Partnership Learning and school procedures

Recruitment and selection at Riverside Bridge School operate within the school's delegated responsibilities and the applicable governance, employment and administrative arrangements of Partnership Learning.

The school is responsible for managing its recruitment processes, including vacancy preparation, advertising, applications, candidate assessment, appointment recommendations and coordination of the required documentation.

Partnership Learning undertakes its relevant central employment administration and verification processes, including the processing of onboarding information through ePayWindow.

Where an appointment requires additional approval, employment advice, job evaluation or consideration of contractual arrangements, the appropriate Partnership Learning process must be followed.

The Headteacher retains responsibility for providing final written authorisation for an individual to commence work once the applicable requirements have been confirmed as satisfied.

Section 03

PRINCIPLES AND STANDARDS

Promoting equality. Ensuring consistency. Recognising merit.

Riverside Bridge School is committed to recruitment and selection practices that are fair, inclusive, transparent and focused on appointing individuals who can make a positive contribution to the school and its pupils.

All recruitment activity must be conducted professionally and consistently, with decisions informed by the requirements of the role, objective evidence and the school's responsibility to maintain a skilled and effective workforce.

The following principles apply to all recruitment and selection processes, regardless of the position, contract type or seniority of the appointment.

Equality of opportunity and inclusive recruitment

Riverside Bridge School is committed to providing equality of opportunity for all applicants and ensuring that recruitment practices do not result in unlawful discrimination, harassment or victimisation.

Recruitment decisions must be based on the requirements of the position and the applicant's ability to meet those requirements. Protected characteristics, personal circumstances, assumptions or stereotypes must not influence the assessment of candidates.

The school recognises that applicants may have different educational backgrounds, employment histories, professional experiences and routes into employment. Recruitment arrangements should enable individuals to demonstrate their relevant knowledge, skills and potential without imposing unnecessary barriers.

Reasonable adjustments will be considered throughout the recruitment process, including application, interview and assessment arrangements. Requests will be considered individually, with appropriate regard to the applicant's needs and the nature of the selection activity.

Merit-based and evidence-informed selection

Appointments must be based on an objective assessment of each candidate against the published person specification and the essential and desirable requirements of the role.

Recruitment panels must distinguish between evidence that demonstrates a candidate's suitability and personal impressions or preferences that are not directly relevant to the appointment.

Qualifications, experience, specialist knowledge, practical competence and professional attributes must be assessed in relation to the responsibilities of the position.

For roles supporting pupils with complex special educational needs and disabilities, particular consideration must be given to the candidate's ability or potential to develop the communication, relational, practical and professional skills necessary to work effectively within the school's specialist environment.
Selection decisions must be supported by sufficient recorded evidence to explain why the successful candidate was considered the most suitable applicant against the agreed criteria.

Consistency, transparency and proportionality

Recruitment arrangements must be applied consistently to candidates competing for the same vacancy.
All applicants should have access to accurate information about the role, its responsibilities, the essential requirements and the selection process.
Shortlisting criteria, interview arrangements and assessment methods must be established before candidates are evaluated. Any necessary changes to the process must be justified, appropriately authorised and managed in a way that preserves fairness.
Selection activities must be proportionate to the nature and responsibilities of the position. The school will not introduce unnecessary assessment requirements that create barriers without providing meaningful evidence of suitability.
The level of scrutiny and assessment may vary between roles, but the underlying expectations of fairness, professionalism, accountability and evidence-based decision-making remain consistent.

Professional conduct and impartiality

All individuals involved in recruitment must act with integrity, objectivity and professional judgement.
Recruitment panel members must:

- assess candidates against the agreed requirements of the role;
- avoid personal bias, favouritism and assumptions;
- declare any actual, potential or perceived conflicts of interest;
- maintain appropriate professional boundaries with applicants;
- treat all candidates with courtesy, dignity and respect;
- protect confidential information obtained during recruitment;
- contribute to decisions through professional discussion supported by evidence.

Where a panel member has a personal, family, financial or other relationship with an applicant that could reasonably call their impartiality into question, this must be declared to the Headteacher before the selection process proceeds. The Headteacher will determine whether the individual may participate or whether alternative arrangements are required. Recruitment information must not be discussed with colleagues or other individuals who have no legitimate involvement in the process.

Recognising specialist competence and professional potential

Riverside Bridge School recognises that effective practice within a specialist SEND setting requires a combination of professional knowledge, practical competence, appropriate personal qualities and a commitment to ongoing learning.

Selection processes should consider the specific requirements of the position, which may include:

- understanding of special educational needs and disabilities;
- effective communication and positive relationships with pupils, families and colleagues;
- the ability to adapt practice to individual learning, communication and support needs;
- professional judgement, flexibility and responsiveness;
- teamwork and contribution to a multidisciplinary environment;
- an understanding of professional boundaries and responsibilities;
- a commitment to promoting pupil participation, independence and achievement;
- a willingness to engage in training, coaching and professional development.

These expectations must be applied proportionately. Applicants must not be expected to demonstrate specialist knowledge or qualifications that are not genuinely required for the role.

Where appropriate, the school may appoint individuals who demonstrate strong transferable skills and the potential to develop specialist expertise through induction, training and supported professional practice, provided they meet the essential requirements of the position.

Accountability and defensible decision-making

Recruitment decisions must be capable of being explained and justified through clear documentation and reference to the agreed selection criteria.

Recruitment panels are responsible for ensuring that assessments accurately reflect the evidence presented by candidates. Where panel members reach different conclusions, these differences should be discussed and resolved through reference to the criteria and recorded evidence rather than seniority or personal preference.

Where no candidate adequately meets the essential requirements of the role, the school is not obliged to make an appointment. The Headteacher may determine that the vacancy should be readvertised, the recruitment approach reconsidered or the staffing requirement reviewed.

No appointment should be confirmed solely because a vacancy is difficult to fill, there is an immediate staffing pressure or a candidate is already known to the school.

The Headteacher retains oversight of recruitment decisions and must be satisfied that the selection process has been conducted appropriately before an appointment progresses.

Candidate experience and professional communication

Riverside Bridge School recognises that recruitment provides applicants with an important introduction to the school's values, culture and professional expectations.

Candidates should receive clear and timely information about the recruitment process, including relevant assessment arrangements, anticipated timescales and the next stages of selection.

Communication must be professional, respectful and consistent. Unsuccessful applicants should be informed of the outcome appropriately, and constructive feedback may be provided, where requested and practicable.

The school will seek to ensure that recruitment arrangements reflect the same standards of professionalism, inclusion and respect expected of employees throughout their employment.

Section 04

ROLES AND RESPONSIBILITIES

Defining responsibilities. Establishing accountability. Authorising decisions.

Effective recruitment and selection require clear responsibilities, appropriate oversight and defined arrangements for decision-making and authorisation.

At Riverside Bridge School, recruitment is managed through a coordinated approach involving the Headteacher, recruiting managers, selection panels, the Recruitment Officer and Partnership Learning. Each has distinct responsibilities to ensure that vacancies are appropriately authorised, candidates are assessed fairly, recruitment records are maintained and appointments progress through the required employment procedures.

Responsibilities must be understood before recruitment begins. The involvement of several individuals in a recruitment process does not remove the requirement for clear accountability or appropriate authorisation at each stage.

The Headteacher has overall responsibility for the management and oversight of recruitment and selection at Riverside Bridge School, within the school's delegated authority and the applicable arrangements of Partnership Learning. The Headteacher is responsible for:

- ensuring recruitment decisions support the school's staffing requirements, educational priorities and available resources;
- determining whether vacancies should be filled, restructured, deferred or considered through alternative staffing arrangements;
- approving the commencement of recruitment activity following consideration of the relevant staffing and financial implications;
- ensuring that proposed appointments are consistent with the school's staffing structure, approved establishment and applicable employment arrangements;
- determining the appropriate recruitment panel and level of senior leadership involvement;
- ensuring recruitment procedures are fair, consistent and appropriately documented;
- considering and resolving declared conflicts of interest or concerns about the integrity of a selection process;
- reviewing appointment recommendations and ensuring that decisions are supported by sufficient evidence;
- consulting Partnership Learning where additional approval, employment advice or job evaluation is required;

- ensuring that recruitment and pre-employment requirements have been satisfactorily completed; and
- providing final written authorisation before an employee is permitted to commence work.

The Headteacher may delegate aspects of recruitment administration, shortlisting, interviewing and assessment to appropriately designated staff. Such delegation does not remove the Headteacher's overall accountability for the recruitment process or the requirement for final authorisation.

Where recruitment concerns a position for which the Headteacher does not hold the relevant appointment authority, the applicable Partnership Learning governance and approval arrangements must be followed.

Senior Leaders are responsible for supporting recruitment within their areas of responsibility and ensuring that the requirements of the role are accurately reflected throughout the selection process. Their responsibilities include:

- identifying staffing needs and providing a clear rationale for recruitment;
- reviewing job descriptions and person specifications to ensure they reflect current responsibilities and operational requirements;
- identifying the essential qualifications, experience, skills and professional attributes required for the position;
- contributing to vacancy advertisements and recruitment information;
- participating in shortlisting and selection activities where designated;
- developing appropriate interview questions and practical assessments linked to the requirements of the role;
- evaluating candidates objectively against agreed criteria;
- maintaining accurate records of assessments and recommendations;
- identifying relevant induction, training and professional development requirements arising from the appointment;
- supporting the successful candidate's introduction to the school and subsequent probation arrangements.

The Recruitment Officer

The Recruitment Officer is responsible for co-ordinating the school's recruitment administration and ensuring that the required processes and documentation are managed accurately and consistently.

The Recruitment Officer's responsibilities include:

- co-ordinating the preparation and publication of authorised vacancies through MyNewTerm;
- maintaining recruitment timelines and supporting communication between candidates, recruiting managers and selection panels;
- administering applications, interview invitations and candidate correspondence;
- coordinating the collection and organisation of shortlisting and selection documentation;

- requesting and processing references and other recruitment documentation in accordance with the applicable procedures;
- coordinating the required pre-employment checks and maintaining appropriate records of their completion;
- maintaining the school's Single Central Record through Sign In Central Record;
- identifying missing, incomplete or inconsistent documentation and escalating matters to the appropriate senior leader;
- liaising with the Designated Safeguarding Lead and Headteacher where safeguarding or suitability concerns require consideration;
- preparing and coordinating onboarding documentation for submission to Partnership Learning;
- supporting the maintenance of accurate personnel records, including the school's digital and corresponding hard-copy files; and
- ensuring that the Headteacher receives the necessary confirmation and documentation before final written authorisation to commence work is sought.

The Recruitment Officer coordinates and records the completion of recruitment requirements but does not independently authorise an individual to commence employment.

Where checks, documentation or approvals remain outstanding, these must be clearly identified and escalated. Administrative pressures or proposed start dates must not override the required authorisation process.

Selection panels are responsible for conducting fair, objective and evidence-based assessments of candidates. Panel membership will be determined according to the nature and seniority of the vacancy, the expertise required to assess candidates and the school's operational arrangements.

Panel members are responsible for:

- familiarising themselves with the job description, person specification and agreed selection criteria;
- declaring any actual, potential or perceived conflicts of interest before participating;
- applying consistent shortlisting and assessment arrangements;
- asking relevant, appropriate and structured interview questions;
- evaluating candidates against the agreed criteria rather than personal preference;
- maintaining individual assessment records and contributing to a documented panel decision;
- identifying where candidates have not demonstrated the essential requirements of the role;
- maintaining confidentiality throughout the recruitment process;
- making a reasoned recommendation to the appropriate decision-maker.

Where panel members disagree about a candidate's suitability, the discussion must focus on the evidence obtained through the selection process.

The panel must not change the essential requirements of a role retrospectively to favour a particular candidate. A panel recommendation does not constitute final approval of an appointment or authorisation for the candidate to commence employment.

The Designated Safeguarding Lead (DSL) provides specialist safeguarding advice where concerns or information arising during recruitment require consideration. The DSL's involvement may include:

- advising on safeguarding concerns identified during recruitment or selection;
- supporting the assessment of information that may affect an applicant's suitability to work with children;
- advising on appropriate safeguarding escalation and consultation arrangements;
- contributing to decisions where safeguarding concerns require professional assessment;
- ensuring that relevant matters are considered in accordance with the school's Safer Recruitment Policy and safeguarding procedures.

The DSL is not responsible for routine recruitment administration or for independently authorising appointments. The detailed requirements for safeguarding checks, the consideration of suitability information and the management of safeguarding concerns are established within the separate Safer Recruitment Policy.

Partnership Learning provides the relevant employment, governance and administrative support associated with recruitment and appointment arrangements.

Its responsibilities include, as applicable:

- providing advice on employment matters, contractual arrangements and recruitment procedures;
- supporting job evaluation, grading and salary matters where required;
- undertaking the relevant central employment administration and additional verification processes;
- receiving and processing completed onboarding documentation submitted by the school;
- administering employment and payroll arrangements through ePayWindow;
- providing advice or approval where matters fall outside the school's delegated authority.

The school must ensure that the required documentation is submitted accurately and within the necessary timescales.

Partnership Learning's involvement in employment administration does not replace the school's responsibility to manage recruitment appropriately or the Headteacher's requirement to provide final written authorisation for commencement.

Authorisation and decision-making arrangements

Recruitment and appointment involve distinct stages of approval. These must not be treated as interchangeable.

Authorisation to recruit - The Headteacher must approve the recruitment of a vacancy before it is advertised or the selection process begins, subject to any additional Partnership Learning requirements.

Recommendation for appointment - Following shortlisting, interviews and any other selection activities, the recruitment panel will identify the preferred candidate and record the reasons for its recommendation.

Conditional offer - An offer may be progressed through the authorised arrangements, subject to the satisfactory completion of all applicable employment and pre-employment requirements. A conditional offer does not establish permission to commence work.

Final authorisation to commence - The Recruitment Officer will coordinate confirmation that the required checks, documentation and relevant administrative processes have been completed. The Headteacher must provide final written authorisation before the individual starts work.

No member of staff may independently waive an outstanding requirement, confirm an unauthorised commencement date or permit a new employee to begin work without the required authorisation.

Any uncertainty concerning delegated authority, employment conditions or outstanding requirements must be referred to the Headteacher and, where appropriate, Partnership Learning before the appointment progresses.

Accountability, record-keeping and escalation

All individuals involved in recruitment are responsible for ensuring that their actions and decisions are appropriately documented.

Recruitment records must provide a clear account of the process followed, the criteria applied, the evidence considered and the reasons for the appointment recommendation.

Where concerns arise about fairness, procedural compliance, conflicts of interest, candidate information or the appropriateness of an appointment, these must be raised promptly with the Headteacher.

Where the concern involves the Headteacher or cannot appropriately be resolved at school level, it must be referred through the relevant Partnership Learning governance or employment arrangements.

Recruitment must not proceed to the next stage where a material concern remains unresolved and doing so could compromise the fairness, legality or integrity of the process.

Section 05

WORKFORCE PLANNING AND VACANCY APPROVAL

Identifying needs. Planning recruitment. Authorising vacancies.

Riverside Bridge School recognises that effective workforce planning is essential to maintaining the staffing capacity, professional expertise and organisational stability required to meet the needs of its pupils. Recruitment must be informed by a clear understanding of current and anticipated staffing requirements rather than being treated solely as a response to an individual vacancy. Decisions must take account of pupil numbers, the complexity of pupils' needs, curriculum delivery, staffing structures, operational requirements, financial resources and the school's strategic priorities.

The school will seek to maintain a workforce that is appropriately skilled, deployed and supported, while ensuring that staffing decisions are sustainable and represent responsible use of available resources.

Identifying staffing requirements

Staffing requirements may arise through:

- employee resignation, retirement or other departures;
- changes in pupil numbers, admissions or commissioned places;
- changes in pupils' educational, communication, medical, physical or personal care needs;
- changes to class organisation, curriculum pathways or the delivery of specialist provision;
- the introduction, expansion or restructuring of services or responsibilities;
- maternity, parental or other extended leave arrangements;
- temporary increases in workload or operational requirements;
- changes to statutory, regulatory or organisational expectations;
- school development priorities or identified gaps in professional expertise.

Recruiting managers and senior leaders must identify emerging staffing requirements at the earliest reasonable opportunity and communicate these to the Headteacher.

Where a vacancy arises, the school must consider whether the existing position continues to reflect current operational needs or whether changes are required before recruitment proceeds.

A vacant post must not automatically be advertised on the same terms or with an unchanged job description without appropriate consideration of the school's current requirements.

Reviewing the need to recruit

Before authorising recruitment, the Headteacher will consider the justification for filling the position and whether the proposed appointment represents the most appropriate response to the identified need.

This consideration may include:

- the current staffing establishment and deployment arrangements;
- the number of pupils, class organisation and levels of support required;
- the impact of the vacancy on teaching, learning, care, supervision and school operations;
- the skills, qualifications and expertise already available within the workforce;
- whether responsibilities have changed or could reasonably be reorganised;
- opportunities for internal development, progression or redeployment;
- whether the requirement is permanent, temporary or linked to a specific period of funding;
- the potential impact on other teams or areas of provision;
- the financial implications of the proposed appointment.

Any consideration of alternative arrangements must remain consistent with pupils' assessed needs, safe staffing arrangements, contractual obligations and the school's responsibilities as an employer.

Workforce planning must not result in unrealistic expectations of existing employees or arrangements that compromise the quality, continuity or safety of provision.

Specialist staffing considerations

As a specialist SEND school, Riverside Bridge School must consider the particular demands of its pupil population when reviewing staffing requirements.

Staffing decisions may need to reflect pupils' complex communication needs, physical and medical support, personal care, emotional regulation, positive behaviour support, mobility, supervision and access to learning.

The school must also consider the specialist knowledge and practical competencies required within different roles, including the ability to implement agreed communication approaches, structured teaching arrangements, individual support strategies and relevant care procedures.

Where a staffing requirement arises from a pupil's individual needs or an agreed provision arrangement, the school will consider the nature, duration and funding of that requirement before determining the appropriate employment arrangements.

The school will distinguish between established staffing requirements, temporary additional support and posts dependent upon specific external funding or commissioning arrangements.

The need to recruit additional staff must be considered alongside the school's responsibility to maintain appropriate supervision, continuity of support and effective deployment across the wider school.

Financial planning and establishment control

All proposed recruitment must be considered in relation to the school's approved staffing establishment, available budget and relevant funding arrangements.

Before recruitment is authorised, the Headteacher must be satisfied that the proposed position is financially sustainable or that appropriate arrangements have been agreed for funding the appointment.
Consideration must be given to the full employment cost, including salary, employer on-costs and any other relevant contractual or staffing implications.
Where a proposed post represents an addition to the existing staffing establishment, a change in grade or a significant alteration to responsibilities, the appropriate financial, job evaluation and Partnership Learning approval processes must be followed.
Posts dependent upon time-limited or externally commissioned funding must be considered carefully to ensure that the proposed contract and employment arrangements accurately reflect the circumstances of the appointment.
No vacancy may be advertised on an assumed grade, salary or contractual basis where the necessary approval or evaluation remains outstanding.

Determining the nature of the appointment

The school will determine the most appropriate employment arrangement according to the identified staffing requirement.
Appointments may be permanent, fixed-term, temporary, full-time or part-time, depending upon the nature of the role and the operational circumstances.
Fixed-term and temporary appointments must have a clear and justifiable basis. The reason for the arrangement, anticipated duration and relevant contractual conditions must be established before recruitment begins.
Where a vacancy arises from temporary absence, the school will consider the expected duration, continuity requirements and whether the duties are best covered through a temporary appointment or other appropriate staffing arrangement.
The use of temporary arrangements must not be intended to avoid normal recruitment expectations, employment rights or appropriate scrutiny of appointment decisions.
Where an existing temporary arrangement is proposed to become permanent, the school must consider whether an open and competitive recruitment process is required, taking account of the applicable employment and Partnership Learning procedures.

Internal opportunities and workforce development

Riverside Bridge School recognises the importance of supporting staff development, professional progression and the retention of experienced employees.
Where appropriate, vacancies and development opportunities may be considered for internal recruitment, particularly where existing employees possess relevant skills or could reasonably develop the required competencies.

Internal recruitment must remain fair, transparent and based on the requirements of the role. Existing employment within the school does not provide an automatic entitlement to promotion or appointment.

Decisions about whether to advertise internally, externally or through both routes must take account of the nature of the vacancy, the available candidate pool, equality of opportunity and the school's workforce requirements.

Acting-up arrangements, temporary additional responsibilities and internal promotions must be appropriately authorised and managed in accordance with relevant employment and pay procedures.

Where an internal opportunity involves a substantive change of role, grade or contractual responsibilities, the school must ensure that the appropriate approval and documentation are completed.

Vacancy approval and authorisation to recruit

Recruitment must not commence until the vacancy has been considered and authorised by the Headteacher, subject to any additional approval required under Partnership Learning arrangements.

The request to recruit should establish:

- the job title, department or area of responsibility;
- the reason for the vacancy or proposed additional appointment;
- whether the post is existing, revised or newly created;
- the proposed grade, salary and contractual arrangements;
- the working hours and anticipated commencement date;
- the nature and duration of the appointment;
- confirmation of the staffing and financial justification;
- any specialist qualifications, skills or experience required;
- whether further approval, job evaluation or employment advice is necessary.

The Headteacher may approve recruitment, request further information, require changes to the proposed arrangements, defer recruitment or determine that the vacancy should not be filled.

Approval to recruit authorises the commencement of the recruitment process only. It does not constitute approval to appoint a particular candidate or authorisation for an individual to commence employment.

Recruitment planning and timescales

Once recruitment has been authorised, the recruiting manager and Recruitment Officer will coordinate the arrangements for advertising and selection.

Recruitment planning should establish an appropriate timetable for:

- reviewing and finalising recruitment documentation;
- preparing and publishing the vacancy through MyNewTerm;
- setting a suitable application deadline;
- completing shortlisting;

- arranging interviews and selection activities;
- communicating outcomes to candidates;
- progressing conditional offers and employment documentation;
- allowing sufficient time for the required pre-employment processes before commencement.

Timescales must be realistic and take account of the nature of the vacancy, expected applicant response, panel availability, notice periods and the administrative requirements associated with appointment.

Where recruitment is urgent, the school may prioritise or expedite administrative arrangements where appropriate. However, urgency must not compromise fairness, appropriate authorisation or the requirements of the separate Safer Recruitment Policy.

Unsuccessful recruitment and continuing vacancies

Where recruitment does not identify a suitable candidate, the school is not required to make an appointment.

The Headteacher, recruiting manager and Recruitment Officer should review the recruitment outcome to identify whether changes are needed before the vacancy is readvertised.

This review may consider the effectiveness of advertising, the clarity of the job description and person specification, the suitability of the candidate pool, recruitment timescales and any difficulties identified during selection.

Any proposed changes to essential requirements, grading, contractual arrangements or the structure of the position must be appropriately considered and authorised before further recruitment activity begins.

Where a vacancy remains unfilled, the school must review interim staffing arrangements to ensure that provision can continue effectively and that unreasonable or unsustainable pressures are not placed upon existing employees.

Repeated recruitment difficulties should inform wider workforce planning, staff development, retention strategies and consideration of the school's longer-term staffing requirements.

Section 06

JOB DESIGN, EVALUATION & DOCUMENTATION

Defining roles. Establishing requirements. Ensuring appropriate grading.

Riverside Bridge School recognises that effective recruitment begins with a clear understanding of the position to be filled, the responsibilities attached to it and the knowledge, skills and professional attributes required for successful performance.

All vacancies must be supported by accurate, current and appropriately authorised recruitment documentation. Job descriptions and person specifications must reflect the genuine requirements of the role, provide applicants with a clear understanding of expectations and establish an objective basis for shortlisting, interviewing and appointment decisions.

The school will ensure that roles are designed and evaluated in accordance with operational requirements, approved staffing structures, relevant employment arrangements and Partnership Learning procedures.

Reviewing and defining the role

Before a vacancy is advertised, the recruiting manager must review the position to determine whether its existing responsibilities, working arrangements and requirements remain appropriate.

This review should consider:

- the purpose of the role and its contribution to the school's provision;
- the duties and responsibilities required;
- the reporting arrangements and level of accountability;
- the knowledge, qualifications, experience and competencies necessary;
- the level of responsibility for pupils, staff, resources or school operations;
- the working hours, contractual arrangements and employment conditions;
- any changes arising from curriculum development, pupil needs or organisational priorities;
- whether the position remains consistent with the approved staffing structure.

Where a vacancy arises following an employee's departure, the existing job description must be reviewed rather than automatically reused.

Where the review identifies a substantial change in responsibilities, reporting arrangements, accountability or required expertise, the proposed changes must be considered by the Headteacher before recruitment proceeds.

The school must not introduce additional duties or requirements solely to justify a preferred grade or to favour a particular candidate.

Job descriptions

Every advertised position must have an approved job description that clearly explains the purpose, responsibilities and expectations of the role.

Job descriptions should identify, as appropriate:

- the job title, grade and reporting arrangements;
- the overall purpose of the position;
- the principal duties and areas of responsibility;
- expectations relating to professional practice and conduct;
- responsibilities for communication, collaboration and teamwork;
- any leadership, management or supervisory responsibilities;
- relevant administrative, operational or resource responsibilities;
- requirements relating to safeguarding, confidentiality, health and safety and equality;
- other responsibilities reasonably associated with the nature and level of the post.

Job descriptions must be sufficiently detailed to communicate the substantive requirements of the position without becoming unnecessarily restrictive or attempting to list every individual task.

For roles involving direct work with pupils, the description must reflect the expectations associated with Riverside Bridge School's specialist provision, including the promotion of communication, participation, learning, independence and positive relationships.

Where appropriate, responsibilities should extend beyond formal classroom activities to include transitions, social times, community-based learning, personal care and other aspects of the school day.

The inclusion of these responsibilities must be relevant to the position and consistent with the applicable contractual and employment framework.

Job descriptions must not contain outdated duties, inaccurate reporting arrangements or requirements that no longer reflect the work undertaken.

Person specifications

Each vacancy must be supported by a person specification that establishes the criteria against which applicants will be assessed.

Criteria must be directly related to the responsibilities of the position and should distinguish clearly between essential and desirable requirements.

Essential criteria are those genuinely necessary for effective performance of the role, including any mandatory qualifications, professional registration or specific competencies.

Desirable criteria may identify additional experience, qualifications or skills that would strengthen a candidate's suitability but are not indispensable to successful performance.

Person specifications may include:

- qualifications and professional registration;
- relevant employment or practical experience;
- specialist knowledge and understanding;
- communication and interpersonal skills;
- organisational and administrative competence;
- professional judgement and problem-solving;
- teamwork, adaptability and initiative;
- leadership or management capabilities, where relevant;
- commitment to professional learning and development.

Criteria must be expressed clearly enough to enable applicants to understand the requirements and recruitment panels to assess them consistently.

Broad or subjective descriptions, such as having the right personality or being a good fit, must not be used as substitutes for measurable professional attributes.

Where personal qualities are relevant, these should be defined through observable behaviours, competencies or examples of professional practice.

Specialist SEND knowledge and competencies

Riverside Bridge School recognises that different positions require different levels of specialist knowledge, experience and practical competence.

For teaching and pupil-facing roles, the person specification should reflect the relevant expectations of working within a specialist SEND environment. Depending upon the position, these may include:

- understanding of pupils with complex and diverse special educational needs and disabilities;
- knowledge of communication approaches, including Total Communication and the use of appropriate visual and augmentative communication supports;
- understanding of structured teaching, accessible learning environments and the promotion of pupil independence;
- the ability to establish positive relationships and support pupils' emotional regulation;
- experience of adapting teaching, learning or support to individual needs;
- the ability to work collaboratively with class teams, families and specialist professionals;
- understanding of appropriate professional boundaries and responsibilities;
- willingness to undertake relevant training and apply agreed school approaches.

The school must distinguish between competencies that candidates are required to possess upon appointment and those that can reasonably be developed through induction, coaching and professional development.

Specialist qualifications or experience must not be designated as essential unless genuinely necessary for the responsibilities of the position.

This approach supports the recruitment of candidates with appropriate transferable skills and professional potential while maintaining the standards required for effective specialist provision.

Job evaluation, grading and salary

The grade and salary attached to a position must reflect the evaluated responsibilities of the role and the relevant employment and pay arrangements.

Where an existing post is being recruited without substantive changes to its responsibilities, the school will confirm that the established grade and contractual arrangements remain appropriate.

Where a new position is created or an existing role undergoes material changes, the school must determine whether formal job evaluation or additional Partnership Learning approval is required.

Job evaluation must be based on the responsibilities, complexity, accountability and requirements of the position rather than the qualifications, experience or personal circumstances of a particular applicant.

Recruitment must not proceed on the basis of an unapproved grade or salary where the appropriate evaluation or authorisation remains outstanding.

Any proposed salary arrangements outside the established grade or applicable pay framework must be considered and approved through the relevant employment procedures.

Recruiting managers and selection panels must not make informal commitments regarding salary, allowances, additional responsibilities or future progression.

Contractual and working arrangements

Before advertising, the school must establish the principal employment arrangements associated with the vacancy. These will include, as appropriate:

- whether the position is permanent, fixed-term or temporary;
- whether employment is full-time or part-time;
- the proposed working hours and working pattern;
- the applicable grade, salary or pay range;
- the location and principal place of work;
- the anticipated commencement date;
- any relevant term-time or annual working arrangements;
- the reporting and management structure;
- any conditions specific to the appointment.

For fixed-term appointments, the school must establish the reason for the temporary arrangement and the anticipated duration.

Working arrangements must accurately reflect the operational requirements of the role and be consistent with relevant employment policies and contractual provisions.

Where flexible working arrangements or adjustments are proposed, these must be considered through the appropriate process and must not be promised without authorisation.

Preparing recruitment documentation

The recruiting manager and Recruitment Officer will coordinate the preparation of the recruitment documentation before the vacancy is published. The documentation should normally include:

- the approved job description;
- the approved person specification;
- the job title, grade, salary and contractual information;
- an appropriate vacancy advertisement;
- information about Riverside Bridge School and its specialist provision;
- the application and selection arrangements;
- the closing date and anticipated recruitment timetable;
- any additional information relevant to the position.

Recruitment documents must be consistent with one another. Requirements stated in the advertisement must accurately reflect the job description and person specification. The essential and desirable criteria must be agreed before applications are assessed and must provide the basis for subsequent shortlisting and selection. Where a vacancy is advertised through MyNewTerm, the Recruitment Officer will ensure that the published information reflects the authorised recruitment documentation.

Review, approval and document control

The recruiting manager is responsible for ensuring that proposed job descriptions and person specifications accurately reflect the requirements of the position.

The Headteacher must approve the recruitment documentation before advertising, subject to any additional job evaluation or Partnership Learning approval requirements.

Once recruitment has commenced, the agreed essential criteria and substantive requirements must not be altered in a way that disadvantages applicants or undermines the fairness of the process.

Where a material error or necessary change is identified, the Headteacher will determine whether the vacancy information must be corrected, the application period extended or the recruitment process restarted. The school will maintain appropriate records of approved recruitment documentation so that the requirements applied during shortlisting, assessment and appointment can be established if subsequently reviewed. Job descriptions and person specifications should also be reviewed when responsibilities change materially, as part of workforce planning and before future recruitment to the position.

Section 07

ADVERTISING AND MYNEWTERM

Promoting opportunities. Attracting applicants. Managing applications.

Riverside Bridge School is committed to advertising vacancies in a manner that attracts suitably qualified, skilled and committed applicants while promoting equality of opportunity, transparency and fair access to employment. The school uses **MyNewTerm** as its principal recruitment platform for advertising vacancies, receiving applications, managing candidate communications and coordinating key stages of the recruitment process. Advertising arrangements must reflect the requirements of the position, the school's specialist provision and the need to maintain a skilled and sustainable workforce. Recruitment information must be accurate, accessible and sufficiently detailed to enable prospective applicants to make informed decisions about their suitability for the role.

Advertising vacancies

Vacancies will normally be advertised through MyNewTerm following approval from the Headteacher and confirmation that the relevant recruitment documentation has been finalised.

The school may also use additional recruitment channels where these are likely to improve the reach or effectiveness of advertising. These may include the school website, professional networks, specialist education recruitment platforms and other appropriate channels.

The choice of advertising method will take account of:

- the nature and seniority of the position;
- the qualifications, experience and specialist competencies required;
- the availability of suitably qualified candidates;
- previous recruitment outcomes and identified recruitment difficulties;
- the need to reach a diverse range of applicants;
- the anticipated recruitment timetable;
- the cost and effectiveness of additional advertising.

Vacancies must not be advertised before the required approval has been obtained.

The Headteacher may authorise targeted or additional advertising where a position is difficult to fill or where the initial recruitment approach has not attracted a suitable field of applicants.

Internal and external advertising

Riverside Bridge School recognises the importance of supporting professional development and progression within its existing workforce while maintaining fair and transparent access to employment opportunities.

Vacancies may be advertised internally, externally or through both routes, depending upon the nature of the position, the school's staffing requirements and the applicable employment procedures.

Where internal recruitment is considered appropriate, eligible employees must be provided with clear information about the opportunity, the selection criteria and the application arrangements.

Internal applicants must be assessed against the requirements of the role and must not receive automatic preference solely because they are already employed by the school.

Where a vacancy is advertised both internally and externally, applicants will normally be assessed through the same selection framework, subject to any justified differences in arrangements.

Temporary appointments, acting-up opportunities and internal progression arrangements must be appropriately authorised and must not be used to circumvent fair recruitment practices.

Where an appointment is proposed without an open competitive process, the reason must be justified, documented and approved through the applicable school and Partnership Learning arrangements.

Vacancy advertisements

Advertisements must provide an accurate and balanced description of the position and the school.

The information published should normally include:

- the job title and principal responsibilities;
- the applicable grade, salary or salary range;
- the working hours and contractual arrangements;
- whether the position is permanent, fixed-term or temporary;
- the principal place of work;
- the essential qualifications, experience and competencies required;
- relevant information about Riverside Bridge School and its specialist SEND provision;
- the application process and closing date;
- the anticipated interview or selection date, where known;
- the school's commitment to equality of opportunity and inclusive recruitment;
- the relevant safeguarding statement and reference to pre-employment requirements.

Advertisements must reflect the approved job description and person specification. They must not include requirements that are unnecessary, discriminatory or inconsistent with the responsibilities of the position.

The school will seek to present vacancies in a way that is informative and engaging while remaining realistic about the expectations and demands of working within a specialist educational environment.

Where roles involve direct support for pupils with complex needs, advertisements should provide sufficient information about the nature of the provision and the professional responsibilities involved.

Management of recruitment through MyNewTerm

The Recruitment Officer is responsible for coordinating the administrative management of vacancies through MyNewTerm.

This includes:

- creating and publishing authorised vacancies;
- uploading approved recruitment documentation;
- confirming application deadlines and relevant selection dates;
- monitoring applications received;
- coordinating access to applications for authorised shortlisting panel members;
- arranging candidate communications and interview invitations;
- maintaining relevant shortlisting and selection information;
- requesting and managing references in accordance with the applicable procedures;
- communicating recruitment outcomes;
- maintaining appropriate records of recruitment activity.

Access to candidate information must be restricted to individuals with a legitimate role in the recruitment process.

Recruiting managers and selection panels must use the agreed recruitment arrangements and must not independently establish alternative application or communication processes without approval.

MyNewTerm supports the management and documentation of recruitment but does not replace the professional judgement, assessment responsibilities or authorisation requirements established within this policy.

Application arrangements and closing dates

Applications will normally be submitted through MyNewTerm using the relevant application process.

The school will establish an appropriate application period, taking account of the nature of the vacancy, the anticipated candidate pool and the time reasonably required for applicants to prepare and submit their applications.

Closing dates must be clearly communicated and applied consistently.

Where a vacancy attracts insufficient suitable applications, the Headteacher may authorise an extension to the closing date or a revised advertising approach.

Any extension or amendment must be communicated appropriately and managed in a manner that preserves fairness for existing and prospective applicants.

Late applications will not normally be considered unless there is a justified reason and the Headteacher authorises their inclusion. Any such decision must be applied fairly and documented. Where an applicant experiences an accessibility barrier or technical difficulty that prevents submission through the usual

process, the Recruitment Officer will consider appropriate alternative arrangements in consultation with the Headteacher.

Candidate information and accessibility

Riverside Bridge School will seek to ensure that recruitment information is clear, accessible and sufficient to support informed applications.

Applicants should be able to understand the responsibilities of the position, the essential requirements and the principal stages of the recruitment process.

Candidates who require reasonable adjustments or alternative communication arrangements must be provided with an appropriate opportunity to make their needs known.

Requests for adjustments must be considered individually and handled sensitively. Information relating to disability or adjustment requirements must be shared only with those who need it to make or implement the necessary arrangements.

The school will not make assumptions about an applicant's ability to undertake a role on the basis of disability or personal circumstances.

Candidate communication

The Recruitment Officer will coordinate recruitment communications through MyNewTerm, supported by recruiting managers and senior leaders where necessary.

Communications should be professional, accurate and timely, including information about:

- acknowledgement of applications, where provided through the platform;
- shortlisting outcomes;
- interview invitations and assessment arrangements;
- requests for additional information;
- changes to recruitment dates or arrangements;
- appointment outcomes;
- the next stages for successful candidates.

Candidates invited to interview or assessment must receive sufficient information to understand the arrangements, including the date, location, anticipated duration and any preparation required.

Where a selection activity requires candidates to prepare materials or undertake a practical task, instructions must be clear and issued consistently.

The school will seek to minimise unnecessary delays and keep candidates appropriately informed where recruitment timescales change.

Recruitment through agencies and alternative routes

Where a vacancy cannot be filled through the school's normal recruitment arrangements, the Headteacher may consider the use of recruitment agencies or other appropriate recruitment routes.

The decision must take account of the nature of the staffing requirement, anticipated duration, cost, availability of candidates and the school's existing recruitment arrangements.

The use of an agency must be appropriately authorised and must comply with relevant school and Partnership Learning procedures.

Agency-supplied workers and individuals engaged through other alternative arrangements remain subject to the applicable safeguarding, suitability and verification requirements established within the separate Safer Recruitment Policy.

The use of an agency does not remove the school's responsibility to ensure that individuals are appropriately deployed and that the relevant contractual and administrative arrangements are understood.

Where an agency worker is subsequently considered for direct employment, the proposed appointment must be managed through the appropriate recruitment and employment procedures.

Monitoring advertising effectiveness

The Headteacher, recruiting managers and Recruitment Officer will review the effectiveness of recruitment advertising where appropriate, particularly for recurring or difficult-to-fill vacancies.

This may include consideration of:

- the number and suitability of applications received;
- the effectiveness of the advertising channels used;
- the clarity and accessibility of vacancy information;
- the time taken to recruit;
- the reasons vacancies remain unfilled;
- whether changes to recruitment planning or advertising would improve future outcomes.

Findings should inform subsequent recruitment activity, workforce planning and the school's approach to attracting and retaining suitable employees. The school will seek to ensure that advertising remains proportionate, cost-effective and responsive to its changing workforce requirements

Section 08

APPLICATIONS, EQUALITY AND ACCESSIBILITY

Removing barriers. Supporting accessibility. Ensuring equal opportunities.

Riverside Bridge School is committed to ensuring that all applicants have a fair and equitable opportunity to apply for employment and demonstrate their suitability for the position.

Application arrangements must be accessible, transparent and consistently applied. The school recognises that applicants may have different professional backgrounds, qualifications, experiences, communication preferences and individual circumstances. Recruitment processes must therefore focus on the genuine requirements of the role and avoid unnecessary barriers that could disadvantage otherwise suitable candidates.

The school will comply with its responsibilities under the Equality Act 2010 and relevant data protection legislation, ensuring that applicants are treated with dignity, respect and impartiality throughout the recruitment process.

Application requirements

Applications for advertised vacancies will normally be submitted through MyNewTerm using the relevant application form and supporting information.

The application process must enable candidates to provide sufficient evidence of their qualifications, experience, knowledge, skills and professional attributes against the published person specification.

Applicants will be expected to provide accurate and complete information relevant to the position. The school may seek clarification where information is incomplete, inconsistent or requires further explanation.

The Recruitment Officer will coordinate the administration of applications and ensure that authorised panel members have access to the relevant documentation for shortlisting.

Applications must be considered against the agreed requirements of the vacancy. Candidates must not be disadvantaged because of the presentation or style of their application where the necessary evidence of suitability can reasonably be identified.

Where a particular qualification, professional registration or other formal requirement is essential, this must be clearly identified in the person specification and applied consistently.

The school will not introduce additional application requirements after the vacancy has been advertised unless there is a justified and appropriately authorised reason.

Equality of opportunity and non-discrimination

Riverside Bridge School will ensure that applicants are not subjected to unlawful discrimination, harassment or victimisation during recruitment and selection.

Decisions must not be influenced by protected characteristics, including age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, except where a specific legal provision lawfully applies.

Recruitment panels must assess applicants on the basis of relevant evidence and the requirements of the position.

The school will not make assumptions about a candidate's competence, availability, commitment or suitability because of personal circumstances, family responsibilities, disability, cultural background or previous employment patterns.

Where concerns arise about the fairness of a recruitment requirement or assessment arrangement, these must be referred to the Headteacher before the process proceeds.

Reasonable adjustments and accessible recruitment

The school recognises its duty to make reasonable adjustments for disabled applicants where recruitment arrangements would otherwise place them at a substantial disadvantage.

Applicants will be provided with an appropriate opportunity to request adjustments to the application or selection process.

Depending upon individual circumstances, reasonable adjustments may include:

- providing recruitment information in an accessible format;
- allowing alternative arrangements for completing or submitting an application;
- adjusting the location, timing or format of an interview;
- providing additional time or appropriate support for written or practical assessments;
- considering accessibility, mobility, sensory or communication requirements;
- permitting appropriate assistive technology or communication support;
- adapting assessment arrangements without removing the essential competencies being evaluated.

Requests must be considered individually, taking account of the applicant's circumstances, the purpose of the selection activity and what is reasonable in the circumstances.

The Recruitment Officer will coordinate agreed arrangements with the relevant recruiting manager or panel, ensuring that personal information is shared only where necessary.

An adjustment must not be treated as providing an unfair advantage. Its purpose is to enable the candidate to demonstrate their suitability without being disadvantaged by an inaccessible recruitment arrangement.

Assessing qualifications, experience and transferable skills

The school recognises that candidates may acquire relevant knowledge and skills through different professional and personal experiences.

Where the person specification permits, panels should consider transferable skills gained through employment, training, volunteering or other relevant experience.

Applicants should not be excluded solely because their previous employment was in a different educational setting or sector where they can demonstrate the competencies required for the role.

For specialist SEND positions, the school will distinguish between knowledge and qualifications that are essential at the point of appointment and competencies that can reasonably be developed through induction, coaching and professional development.

Where a qualification or professional registration is a mandatory requirement, the school must apply that requirement consistently and ensure that any necessary verification is completed through the relevant appointment procedures.

Desirable criteria must not be treated as essential requirements unless the vacancy has been appropriately reviewed and the recruitment arrangements amended before candidates are assessed.

Employment history and career breaks

Applicants may have periods of unemployment, career breaks, changes in employment direction or experience gained through different working arrangements.

These circumstances must not automatically be treated as evidence of unsuitability.

Where clarification of employment history is required, enquiries must be relevant, proportionate and undertaken consistently with the school's Safer Recruitment Policy.

Recruitment panels must distinguish between information necessary to establish suitability and assumptions about the reasons for an applicant's employment history.

Where candidates have taken time away from employment because of caring responsibilities, disability, health circumstances or other personal reasons, they must be assessed fairly against the requirements of the position.

Any concerns arising from application information must be addressed through appropriate clarification and evidence rather than speculation.

Internal applicants

Employees applying for internal vacancies will be subject to the relevant application and selection arrangements.

Internal applicants must be assessed against the published person specification and should be given a fair opportunity to demonstrate their suitability.

Existing knowledge of an employee's performance may be relevant where it is supported by appropriate evidence and directly relates to the requirements of the vacancy. However, informal opinions, personal relationships or assumptions must not replace the agreed selection process.

Internal applicants must not be guaranteed an appointment because they currently undertake similar duties, have provided temporary cover or have expressed an interest in progression.

Where an internal applicant is unsuccessful, appropriate feedback should be provided to support professional development and future progression opportunities.

Confidentiality and applicant information

Applications contain personal information and must be handled confidentially and in accordance with the school's information governance arrangements.

Access to application records must be limited to individuals with an authorised and legitimate role in the recruitment process.

Panel members must not disclose applicant information, discuss candidates outside the recruitment process or use information obtained through recruitment for unrelated purposes.

Information concerning disability, health, reasonable adjustments or other sensitive personal circumstances must be handled with particular care.

Equality monitoring information, where collected, must be managed separately from selection decisions and must not be used to determine an applicant's suitability.

The Recruitment Officer will coordinate the appropriate management of recruitment information through MyNewTerm and the school's established records procedures.

Requests for clarification and alternative arrangements

Applicants may contact the school to seek clarification about the position, application requirements or recruitment arrangements.

The Recruitment Officer will coordinate responses and refer questions concerning the responsibilities or requirements of the role to the appropriate recruiting manager.

Information provided to an individual applicant must not give that candidate an unfair advantage over others.

Where clarification materially changes the information available about a vacancy, the school should consider whether the same information needs to be made available to all applicants.

Requests for alternative application arrangements, deadline extensions or other exceptions must be considered fairly and consistently.

The Headteacher will determine whether an exception is justified where it could affect the integrity or consistency of the recruitment process.

Concerns about fairness or accessibility

Applicants who believe that a recruitment arrangement creates an unnecessary barrier or that they have been treated unfairly may raise their concern with the Recruitment Officer or Headteacher.

Concerns should be considered promptly, objectively and, where practicable, before the relevant stage of recruitment is completed.

Where an issue concerns a member of the recruitment panel, appropriate alternative arrangements may be considered to preserve impartiality.

Where a concern cannot appropriately be resolved at school level, advice or review may be sought through the relevant Partnership Learning procedures.

The school will maintain an appropriate record of significant concerns, the consideration given to them and any action taken.

Information arising from such concerns should inform the review and improvement of recruitment arrangements, including the accessibility and consistency of future selection processes.

Section 09

SHORTLISTING AND CANDIDATE ASSESSMENT

Applying criteria. Assessing evidence. Identifying suitable candidates.

Riverside Bridge School is committed to ensuring that shortlisting is fair, consistent, transparent and based on objective evidence of each applicant's suitability for the advertised position.

Shortlisting is a formal stage of the recruitment process through which applications are assessed against the agreed person specification to identify candidates who demonstrate the qualifications, experience, knowledge, skills and professional attributes required for further assessment.

The school recognises that effective shortlisting is particularly important within a specialist SEND setting, where appointments must reflect the specific responsibilities of the role and the competencies required to support pupils with complex and diverse needs.

Shortlisting decisions must be documented, capable of justification and free from personal preference, assumptions or unlawful discrimination.

Shortlisting arrangements and responsibilities

Shortlisting will be undertaken by appropriately designated members of the recruitment panel, normally including the recruiting manager or a relevant senior leader.

Where practicable, at least two panel members should independently review applications before agreeing the shortlist. This supports consistency, reduces the potential for individual bias and provides an opportunity to discuss differences in professional judgement.

Before shortlisting begins, panel members must:

- familiarise themselves with the approved job description and person specification;
- confirm the essential and desirable criteria to be assessed;
- agree how application evidence will be evaluated and recorded;
- understand the distinction between essential requirements and additional desirable attributes;
- declare any actual, potential or perceived conflicts of interest;
- ensure that reasonable adjustments and equality considerations are appropriately understood.

The Recruitment Officer will coordinate access to applications through MyNewTerm and support the administration and recording of shortlisting outcomes.

Where a panel member is unable to participate, the Headteacher will determine whether an alternative panel member should be appointed.

Establishing shortlisting criteria

Shortlisting must be based on the essential and desirable criteria published within the person specification.

The panel must identify which criteria can reasonably be assessed from the application and which require further evaluation through interview, practical assessment or another selection activity.

Essential criteria must reflect requirements genuinely necessary for the role. Candidates who do not demonstrate an essential requirement that must be met at the point of appointment will not normally progress to interview.

Where the evidence is unclear, the panel must distinguish between an applicant failing to meet a criterion and the application providing insufficient information to establish whether it is met.

Desirable criteria may be used to distinguish between applicants who meet the essential requirements, particularly where a vacancy attracts a high number of suitable applications.

The panel must not introduce additional criteria, change the relative importance of requirements or retrospectively amend the person specification to favour or exclude a particular applicant.

Any material concern about the suitability of the published criteria must be referred to the Headteacher before shortlisting proceeds.

Reviewing and assessing applications

Each application must be reviewed against the agreed criteria using the information submitted by the candidate.

Panel members should consider evidence of:

- relevant qualifications and professional requirements;
- experience directly related to the responsibilities of the position;
- knowledge and understanding of the relevant area of work;
- practical skills and professional competencies;
- communication, collaboration and organisational capabilities;
- relevant transferable skills;
- professional development and willingness to learn;
- additional attributes identified within the person specification.

For pupil-facing positions, the assessment should consider the candidate's demonstrated understanding of or potential to develop effective practice within a specialist SEND environment.

Applicants must not be assessed more favourably because they use particular terminology or have worked in an identical setting where the person specification permits equivalent experience or transferable competencies.

Equally, the school must not overlook essential requirements because a candidate appears enthusiastic, personable or otherwise attractive as a potential employee.

Shortlisting must remain focused on the evidence provided and its relevance to the position.

Shortlisting assessment and scoring

The school will use a consistent approach to recording how candidates meet the relevant selection criteria. Where a numerical scoring system is used, the scoring framework must be agreed before applications are assessed and applied consistently to all candidates.

A suitable approach may distinguish between:

- no evidence that the criterion is met;
- limited or insufficient evidence;
- satisfactory evidence that the criterion is met;
- strong evidence that the criterion is met.

The precise scoring arrangements may be adapted to the vacancy, provided they are clear, proportionate and agreed in advance.

Panel members must record sufficient supporting comments to explain significant scores or judgements, particularly where an applicant is excluded because an essential requirement has not been demonstrated. A numerical score must not replace professional evaluation of whether the applicant meets the requirements of the role.

Where an essential qualification, registration or other mandatory condition is required, this must be considered separately from the overall score. A high score against desirable criteria must not compensate for failure to meet an essential requirement.

Independent assessment and moderation

Where panel members shortlist independently, their assessments will be brought together for a moderation discussion.

The purpose of moderation is to establish a fair and evidence-based shortlist rather than simply average individual scores.

Panel members should review differences in assessment by referring to:

- the wording of the person specification;
- the evidence provided within the application;
- the agreed scoring or assessment framework;
- the relevance of the evidence to the responsibilities of the position.

Where disagreement remains, the panel must seek to reach a reasoned decision supported by the agreed criteria.

The views of individual panel members must not automatically take precedence because of their seniority. Significant differences in assessment and the reasons for the final decision should be recorded where necessary to demonstrate the fairness of the process.

Where an unresolved disagreement could materially affect the shortlist, the matter must be referred to the Headteacher for consideration.

Determining the shortlist

The panel will identify applicants who have demonstrated sufficient evidence against the essential requirements and are suitable to progress to the next stage.

Where the number of eligible applicants exceeds the number who can reasonably be interviewed, the panel may use the agreed desirable criteria and relative strength of application evidence to determine the shortlist.

The number of candidates invited to interview should be proportionate to the vacancy, the quality of applications and the assessment arrangements.

The school is not required to shortlist a predetermined number of candidates or invite applicants who do not meet the necessary requirements simply to increase the interview field.

Where only one suitable applicant is identified, the Headteacher may authorise the recruitment process to proceed, provided that the candidate can be assessed adequately and the selection process remains fair and defensible.

Where no applicant meets the essential requirements, the panel must not lower the criteria retrospectively to secure an appointment. The Headteacher will determine whether the vacancy should be readvertised or the role and recruitment arrangements formally reviewed.

Internal applicants and known candidates

Internal applicants and candidates previously known to Riverside Bridge School must be assessed against the same published requirements as other applicants.

Panel members must not substitute informal knowledge, personal familiarity or previous working relationships for the evidence required by the selection process.

Relevant documented professional experience may inform assessment where it is directly related to the criteria and considered through an appropriate and consistent process.

An employee's length of service, previous temporary responsibilities or existing relationship with the school does not establish an automatic entitlement to interview or appointment.

Where a panel member has worked closely with an applicant, they must remain alert to potential bias and declare any relationship that could reasonably affect impartiality.

Equality, accessibility and reasonable adjustments

Shortlisting decisions must comply with the school's commitment to equality of opportunity and the requirements of the Equality Act 2010.

Applicants must not be excluded because of disability, pregnancy, caring responsibilities, age, ethnicity, religion, gender or other protected characteristics.

The panel must avoid assumptions about an applicant's capacity to fulfil a role based on personal circumstances or information unrelated to the published selection criteria.

Where an applicant has requested reasonable adjustments, the school must ensure that the request is considered appropriately and does not adversely influence the assessment of their professional suitability. Information collected for equality monitoring must not be used as a substitute for evidence against the selection criteria.

Where an application raises a question about whether a requirement is genuinely essential or whether a reasonable adjustment could enable the applicant to undertake the role, advice should be sought before an exclusion decision is made.

Safeguarding considerations during shortlisting

Shortlisting must operate alongside the requirements established within the school's separate Safer Recruitment Policy.

The panel must remain alert to information that requires clarification or consideration under that policy, including relevant matters arising from an applicant's employment history, declarations or other application information.

Such information must be considered objectively and through the appropriate safeguarding and recruitment procedures.

The presence of an unexplained matter must not automatically be treated as proof of unsuitability. Equally, potentially significant information must not be disregarded because an applicant otherwise appears suitable.

Where safeguarding concerns or questions about suitability arise, the matter must be referred to the appropriate senior leader and, where relevant, the Designated Safeguarding Lead.

The detailed requirements for employment history scrutiny, references and safeguarding suitability assessments remain governed by the Safer Recruitment Policy.

Recording and approving shortlisting decisions

The recruitment panel must maintain an appropriate record of the shortlisting process, including:

- the criteria used to assess applications;
- the identity of panel members involved;
- individual or agreed assessment outcomes;
- relevant scoring and supporting comments;
- the reasons applicants were shortlisted or not shortlisted;
- any significant moderation discussions or disagreements;
- the final agreed shortlist.

Shortlisting records must be sufficiently clear to demonstrate that decisions were based on the published requirements and applied consistently.

The Recruitment Officer will coordinate the retention of the relevant documentation through MyNewTerm or the school's approved recruitment records arrangements.

The agreed shortlist must be confirmed through the appropriate school process before interview invitations are issued. Where concerns arise about the fairness or integrity of shortlisting, the Headteacher may require the applications to be reconsidered before the recruitment process progresses.

Communicating shortlisting outcomes

Following confirmation of the shortlist, the Recruitment Officer will coordinate candidate communications through MyNewTerm.

Shortlisted candidates must receive clear information about the next stage of recruitment, including interview arrangements, practical assessments and any preparation required.

Candidates must be given reasonable notice and an appropriate opportunity to request adjustments to the selection arrangements.

Applicants who are not shortlisted should be informed of the outcome through the school's established recruitment communication process. Where feedback is requested, the school may provide an appropriate explanation linked to the published criteria and the evidence demonstrated within the application. Feedback must be professional, factual and consistent with the recorded assessment. It must not disclose confidential information about other applicants or panel discussions.

Review of shortlisting outcomes

Where shortlisting identifies recurring difficulties in attracting suitable applicants, the Headteacher and recruiting manager should consider whether the recruitment approach requires review. This may include the clarity of the person specification, the appropriateness of essential requirements, advertising effectiveness, salary and grading arrangements or the availability of relevant skills within the candidate market. Any proposed changes must be considered and authorised before further recruitment activity begins. The school will use relevant findings to strengthen future recruitment practice while maintaining appropriate standards and ensuring that essential role requirements are not compromised solely to fill a vacancy.

Section 10

INTERVIEWS AND PRACTICAL SELECTION ACTIVITIES

Exploring competence. Assessing suitability. Informing decisions.

Riverside Bridge School is committed to conducting interviews and selection activities that provide a fair, consistent and evidence-based assessment of each candidate's suitability for the advertised position.
Interviews and practical assessments must be designed to establish whether candidates possess the knowledge, skills, professional attributes and potential required to fulfil the responsibilities of the role. Selection arrangements must reflect the school's specialist SEND provision while remaining proportionate to the nature and seniority of the appointment.
The school recognises that interviews alone may not provide sufficient evidence of a candidate's practical competence. Where appropriate, additional assessment activities will be used to enable candidates to demonstrate their abilities in situations relevant to the position.
All selection activities must be planned in advance, assessed against agreed criteria and conducted in a manner that promotes equality of opportunity, professional judgement and transparency.

Planning the selection process

Following confirmation of the shortlist, the recruiting manager and Recruitment Officer will coordinate the interview and selection arrangements.
The selection process must be appropriate to the requirements of the position and should provide sufficient evidence to support a defensible appointment decision.
Planning must establish:

- the composition of the interview panel;
- the interview format and anticipated duration;
- the competencies and selection criteria to be assessed;
- the questions to be asked and the agreed assessment approach;
- whether practical, written or presentation-based activities are required;
- the arrangements for scoring and recording candidate performance;
- the timetable and location of assessments;
- any equipment, resources or preparation required;
- arrangements for reasonable adjustments;
- the responsibilities of individuals involved in coordinating and evaluating the activities.

The selection process must be agreed before interviews commence.

Where a candidate requires reasonable adjustments, the school may adapt the arrangements to remove disadvantage while maintaining the essential competencies being assessed.

Any significant changes to the agreed selection process must be authorised by the Headteacher and managed consistently.

Interview panel composition and responsibilities

Interview panels will be determined according to the responsibilities, seniority and specialist requirements of the vacancy.

Panels should normally include at least two appropriately designated individuals, including a recruiting manager or senior leader with sufficient knowledge of the role.

For specialist, leadership or management appointments, additional panel members may be included where their expertise is necessary to evaluate particular competencies.

Panel members must be able to assess candidates objectively and contribute meaningfully to the selection decision.

Before interviews begin, panel members must:

- review the job description and person specification;
- understand the agreed interview questions and assessment criteria;
- familiarise themselves with the candidate applications;
- declare any actual, potential or perceived conflicts of interest;
- agree their respective responsibilities during the interview;
- understand the scoring and recording arrangements;
- maintain the confidentiality of candidate information.

Where a panel member has a personal or professional relationship with an applicant that could reasonably affect impartiality, this must be referred to the Headteacher before the interview proceeds.

Panel membership should remain consistent across candidates for the same vacancy wherever practicable. Where a change is unavoidable, arrangements must preserve the fairness and comparability of assessments.

Structured interviews

Interviews must be structured around the requirements of the role and the competencies identified within the person specification.

Candidates competing for the same position should normally be asked the same core questions, enabling the panel to compare responses fairly.

Questions should be designed to assess relevant knowledge, experience, professional judgement and practical understanding.

Depending upon the position, interviews may explore:

- understanding of the responsibilities and expectations of the role;
- relevant professional knowledge and experience;
- communication and interpersonal skills;
- teamwork and collaboration;
- organisation, prioritisation and problem-solving;
- professional conduct and accountability;
- adaptability and responsiveness to changing circumstances;
- leadership and management capabilities, where relevant;
- commitment to equality, inclusion and professional development;
- the ability to contribute effectively to Riverside Bridge School's specialist provision.

Panel members may ask appropriate supplementary questions to clarify an answer, explore an example or obtain further evidence against the agreed criteria.

Follow-up questions must not introduce unrelated or discriminatory requirements or result in candidates being assessed against materially different standards.

Interview questions must not seek unnecessary information about protected characteristics or personal circumstances unrelated to the requirements of the position.

Assessing specialist SEND competencies

For pupil-facing roles, interviews and selection activities must appropriately reflect the knowledge, skills and professional behaviours required to work with children and young people with complex special educational needs and disabilities.

Depending upon the position, the school may assess candidates' understanding of:

- adapting communication to pupils' individual needs;
- Total Communication and the use of appropriate visual or augmentative communication supports;
- structured teaching and the development of pupil independence;
- positive relationships, emotional regulation and supportive responses to behaviour;
- maintaining dignity and promoting pupil participation;
- working collaboratively with teachers, Co-Educators, families and specialist professionals;
- responding appropriately to pupils' individual care, communication and learning requirements;
- applying professional judgement within a specialist school environment.

The level of specialist knowledge expected must be proportionate to the role.

For entry-level or developmental positions, the school may place greater emphasis on transferable skills, appropriate professional attitudes, responsiveness to feedback and the capacity to develop specialist competence through training and coaching.

Candidates must not be assessed against advanced specialist knowledge that is not identified as an essential requirement of the position.

Practical selection activities

Where appropriate, interviews may be supplemented by practical selection activities that provide additional evidence of candidates' competence.

Activities may include:

- classroom-based teaching or support activities;
- presentations or professional discussions;
- written communication or administrative exercises;
- prioritisation and problem-solving scenarios;
- tasks involving the preparation or adaptation of learning resources;
- role-specific digital or organisational activities;
- leadership or management scenarios;
- other assessments directly relevant to the responsibilities of the position.

Practical activities must have a clear purpose and assess competencies identified within the job description and person specification.

The school must establish the assessment criteria before candidates undertake the activity.

Candidates competing for the same position should receive equivalent instructions, preparation time, resources and assessment opportunities, subject to reasonable adjustments.

Activities must be proportionate and must not require excessive preparation or the completion of substantial unpaid work unrelated to the purpose of assessment.

Classroom-based assessments and pupil involvement

For teaching and other pupil-facing positions, the school may include a classroom-based assessment to evaluate how candidates communicate, engage with pupils, adapt their approach and demonstrate relevant professional competencies.

Where pupils are involved, the activity must be carefully planned to protect their safety, dignity, wellbeing and access to education.

The recruiting manager must consider:

- the suitability of the class or pupil group;
- the purpose and duration of the activity;
- the communication, sensory, learning and support needs of the pupils involved;
- the availability of familiar staff to maintain appropriate supervision;
- any relevant individual risk assessments or support arrangements;
- the resources and information candidates require;
- the potential impact of an unfamiliar adult on pupils;
- the arrangements for observing and assessing candidate performance.

Candidates must not be placed in sole charge of pupils or expected to undertake intimate care, medical procedures, restrictive physical interventions or other responsibilities requiring specific authorisation or training. The school's existing staff retain responsibility for pupil supervision, care and safeguarding throughout the assessment. Where direct pupil interaction would be inappropriate or would not provide a fair assessment, the school may use an alternative practical task, professional discussion or scenario-based exercise. Pupil participation must serve a clear assessment purpose and must not compromise the quality or continuity of their provision.

Written tasks, presentations and other assessments

Written exercises, presentations and other assessment activities may be used where they provide meaningful evidence of the competencies required for the position.

For administrative or operational roles, tasks may assess written communication, accuracy, organisation, digital competence, prioritisation or professional judgement.

For teaching and leadership roles, activities may assess curriculum understanding, planning, evaluation, professional reasoning, leadership or the ability to communicate complex information clearly.

Candidates must receive clear instructions explaining the purpose, format, available time and any preparation required.

Assessment criteria must relate to the responsibilities of the position. Presentation style, confidence or fluency must not be given disproportionate weight where these are not essential requirements of the role.

Where an assessment involves confidential or sensitive scenarios, appropriate fictional or anonymised information must be used.

The school must not disclose identifiable pupil, family or employee information unnecessarily as part of a recruitment exercise.

Reasonable adjustments and fair assessment

The school will consider reasonable adjustments to interviews and selection activities in accordance with the Equality Act 2010.

Adjustments may include changes to timing, format, accessibility, communication methods, equipment or other arrangements necessary to enable a disabled candidate to participate fairly.

The Recruitment Officer will coordinate agreed adjustments with the relevant panel members while maintaining appropriate confidentiality. Candidates must not be marked down because they require an adjustment or because an adjustment has changed the method through which they demonstrate a competency. The panel must assess whether the candidate meets the requirements of the role, rather than whether they can complete an assessment under arrangements that create an unnecessary disadvantage. Where an adjustment request raises uncertainty about how an essential competency can be assessed, appropriate advice must be sought before the selection activity takes place.

Scoring and recording interview performance

Interview and assessment outcomes must be recorded using a consistent framework agreed before the selection process begins.

Panel members should normally record their individual assessments before discussing candidates collectively.

Assessment records must identify the evidence provided by each candidate and explain the reasons for significant scores or judgements.

Scoring must be linked to the agreed criteria and must not rely solely on general impressions or unsupported descriptions.

Where several selection activities are used, the panel must understand how the evidence from each activity will contribute to the overall decision.

The relative importance of interview questions, practical tasks and other assessments should be established in advance where weighted scoring is used.

A candidate's strong performance in one area must not automatically compensate for failure to demonstrate an essential requirement of the position.

Panel records must be sufficiently detailed to support the final recommendation, provide appropriate candidate feedback and demonstrate the fairness of the selection process if subsequently reviewed.

Panel discussion and evaluation

Following completion of the selection activities, the panel will review the evidence obtained and assess each candidate against the agreed requirements.

The discussion should consider:

- whether the candidate meets all essential criteria;
- the strength and relevance of evidence provided;
- performance across the different assessment activities;
- any significant gaps or concerns;
- relevant desirable criteria;
- the candidate's capacity to fulfil the responsibilities of the position;
- any development needs that could reasonably be addressed through induction and professional support.

Where panel members reach different conclusions, these must be discussed through reference to the recorded evidence and selection criteria.

The panel must not allow seniority, personal preference or previous familiarity with a candidate to override the agreed assessment framework.

Where candidates demonstrate similar levels of suitability, the panel should undertake a further comparison against the requirements of the role and the evidence obtained.

Any additional assessment used to distinguish between candidates must be justified, authorised and conducted fairly.

The panel must not introduce new requirements retrospectively to support a preferred outcome.

Safeguarding considerations during selection

Safeguarding is an essential consideration throughout interviews and selection activities.

The school's separate Safer Recruitment Policy establishes the detailed requirements for safeguarding-related questioning, consideration of suitability information and the management of concerns identified during recruitment.

Panel members must remain alert to responses, behaviours or information that may require clarification or further safeguarding consideration.

Where a concern arises, it must be recorded factually and referred to the appropriate senior leader and, where relevant, the Designated Safeguarding Lead.

The panel must not independently resolve significant safeguarding concerns through assumptions or informal reassurance.

Safeguarding suitability considerations must be addressed through the appropriate procedures before an appointment is authorised.

Candidate conduct and concerns during assessment

Candidates are expected to behave professionally and respectfully throughout interviews and selection activities.

Where a candidate's conduct raises concerns relevant to the requirements of the position, the panel must record the observed behaviour and consider its significance objectively.

Concerns may include inappropriate communication, failure to observe professional boundaries, discriminatory comments, breaches of confidentiality or conduct inconsistent with the responsibilities of the role.

Any judgement must be based on specific evidence rather than personal dislike, differences in communication style or assumptions about the candidate.

Where the concern may have safeguarding implications, the procedures within the Safer Recruitment Policy must be followed.

The Headteacher will determine whether any significant concern requires further consideration before an appointment recommendation is progressed.

Selection outcomes and appointment recommendations

At the conclusion of the selection process, the panel must determine whether a candidate has demonstrated the requirements necessary for appointment.

The panel may:

- recommend a candidate for appointment;
- identify a suitable reserve candidate where appropriate;
- determine that further authorised assessment is necessary;
- conclude that no candidate has demonstrated sufficient suitability.

The school is not obliged to appoint a candidate where the evidence does not establish that the essential requirements of the role have been met.

The panel's recommendation must be supported by recorded assessment evidence and a clear explanation of the decision.

Where a reserve candidate is identified, their suitability must be established independently against the requirements of the role. Reserve status must not be used to justify appointing an individual who did not meet the essential criteria.

Appointment recommendations must be submitted through the appropriate school authorisation arrangements.

A successful interview or practical assessment does not constitute a confirmed appointment or permission to commence employment.

Confidentiality and retention of assessment records

All interview notes, scoring records, practical assessment outcomes and panel discussions must be treated as confidential recruitment information.

Panel members must ensure that records are accurate, professional and limited to matters relevant to the selection decision.

Assessment information must not be shared with individuals who have no legitimate involvement in the recruitment process.

The Recruitment Officer will coordinate the appropriate retention of selection documentation through MyNewTerm or the school's approved records arrangements.

Records must be maintained in accordance with the school's information governance requirements and relevant retention arrangements.

Selection documentation must be available for appropriate internal review, employment advice or the consideration of a concern about the recruitment process.

Reviewing selection effectiveness

The Headteacher and recruiting manager may review the effectiveness of interviews and selection activities, particularly where recruitment outcomes indicate that the process did not provide sufficient evidence of candidate suitability. The review may consider whether:

- interview questions were relevant and appropriately challenging;

- practical activities reflected the genuine responsibilities of the role;
- assessment criteria were clear and consistently applied;
- candidates received sufficient information and preparation;
- reasonable adjustments were implemented effectively;
- the panel obtained enough evidence to support its decision;
- the selection process was proportionate and manageable.

Findings should inform improvements to future recruitment arrangements, including the design of interview questions, practical assessments and panel guidance.

Section 11

APPOINTMENT DECISIONS AND CANDIDATE COMMUNICATION

Evaluating evidence. Confirming decisions. Communicating outcomes.

Riverside Bridge School is committed to ensuring that appointment decisions are fair, transparent, evidence-based and consistent with the requirements of the advertised position.

The decision to recommend a candidate for appointment must be informed by the evidence obtained throughout the recruitment and selection process. The school recognises that appointing suitable employees is fundamental to maintaining the professional expertise, staffing capacity and quality of provision required to meet the diverse and complex needs of its pupils.

All appointment recommendations must be appropriately documented, reviewed and authorised. Candidates must be treated professionally throughout the process, with clear communication regarding outcomes and subsequent employment arrangements.

Determining the preferred candidate

Following completion of interviews and any practical selection activities, the recruitment panel will evaluate the evidence obtained against the agreed person specification and selection criteria.

The panel must consider the candidate's overall suitability for the role, including whether all essential requirements have been demonstrated.

The assessment should take account of:

- relevant qualifications, experience and professional knowledge;
- performance against the agreed interview and assessment criteria;
- practical competence and ability to undertake the responsibilities of the position;
- communication, teamwork and professional judgement;
- relevant specialist knowledge or potential to develop required competencies;
- the strength and consistency of evidence obtained throughout selection;
- any material concerns requiring further clarification.

The preferred candidate must be the individual who has demonstrated the strongest overall suitability against the agreed requirements, rather than the individual who is most familiar to the panel or considered the best personal fit.

Where candidates have different strengths, the panel must determine which evidence is most relevant to the essential responsibilities and demands of the position.

The panel must not introduce additional selection criteria after assessments have been completed or place disproportionate weight on factors that were not identified as relevant to the role.

Reaching and recording the appointment recommendation

The panel will seek to reach a reasoned recommendation through professional discussion and consideration of the recorded assessment evidence.

Where panel members hold different views, these must be examined against the agreed criteria and the evidence presented by candidates.

A recommendation must not be determined solely by the seniority or personal preference of an individual panel member.

The appointment record should establish:

- the candidates assessed;
- the selection methods and criteria applied;
- the relevant interview and assessment outcomes;
- the evidence supporting the preferred candidate's suitability;
- confirmation that the essential requirements have been demonstrated;
- any significant concerns or matters requiring clarification;
- the reasons for recommending the preferred candidate;
- whether any suitable reserve candidate has been identified.

The record must provide a clear explanation of the decision and be sufficiently detailed to support subsequent review, appropriate feedback or consideration of a concern about the selection process.

The panel's recommendation will be submitted to the Headteacher or other appropriately authorised decision-maker.

A panel recommendation does not, in itself, constitute a confirmed appointment.

Approval of appointment recommendations

The Headteacher is responsible for reviewing appointment recommendations within the school's delegated authority and the applicable Partnership Learning arrangements.

Before approving progression to a conditional offer, the Headteacher must be satisfied that:

- the vacancy was appropriately authorised;
- the recruitment process followed the agreed arrangements;
- candidates were assessed fairly against the published requirements;
- the recommended candidate has demonstrated the essential competencies;
- the panel's recommendation is supported by sufficient evidence;
- any significant procedural or professional concerns have been addressed;
- the proposed grade, salary and contractual arrangements are authorised;
- any additional Partnership Learning approval requirements have been identified.

Where the Headteacher considers that the evidence is insufficient or the recruitment process has not been conducted appropriately, further clarification, assessment or reconsideration may be required.

The Headteacher may decline to approve a recommendation where the selection evidence does not adequately support the proposed appointment.

Where the appointment falls outside the Headteacher's delegated authority, the relevant Partnership Learning approval arrangements must be followed before the decision progresses.

Where no suitable candidate is identified

Riverside Bridge School is not obliged to make an appointment where no candidate has adequately demonstrated the essential requirements of the position.

A vacancy must not be filled solely because of immediate staffing pressures, difficulties attracting applicants or the need to avoid further recruitment.

Where no appointment is recommended, the Headteacher and recruiting manager will consider whether the vacancy should be readvertised, the recruitment approach amended or the staffing requirement reviewed.

Any proposed changes to the job description, person specification, grading or contractual arrangements must be appropriately authorised before further recruitment begins.

Where the vacancy remains unfilled, interim staffing arrangements must be reviewed to ensure that pupil provision and school operations can continue effectively.

Reserve candidates

Where more than one candidate demonstrates suitability, the panel may identify a reserve candidate.

Reserve status must be supported by assessment evidence confirming that the individual meets the essential requirements of the position.

The school may consider progressing a reserve candidate where the preferred candidate declines the offer or the proposed appointment does not proceed.

Before doing so, the Headteacher must be satisfied that the reserve candidate remains suitable, that the original selection process provides sufficient evidence and that the proposed appointment remains consistent with the authorised vacancy.

Reserve status does not create an entitlement to appointment or remove the requirement for appropriate authorisation and pre-employment procedures.

Where circumstances have changed materially, the school may determine that a new recruitment process is necessary.

Conditional offers of employment

Following approval of the appointment recommendation, the preferred candidate may be informed that the school wishes to progress a conditional offer of employment.

All offers must be made through the school's authorised recruitment arrangements and must clearly distinguish between selection success and confirmation that the individual may commence work.

The conditional offer should identify the principal proposed employment arrangements, including the position, grade or salary, working hours, contract type and anticipated commencement arrangements, subject to the relevant approvals and checks.

The offer must make clear that appointment remains conditional upon the satisfactory completion of applicable pre-employment requirements and employment administration.

The detailed requirements for safeguarding and suitability checks are established within the school's separate Safer Recruitment Policy.

No candidate may be given an unconditional assurance that they can commence work before the relevant requirements have been satisfied and the Headteacher has provided final written authorisation.

Recruiting managers and panel members must not independently promise commencement dates, salary arrangements, allowances or contractual conditions.

Communication with the successful candidate

The Recruitment Officer will coordinate communication with the preferred candidate through MyNewTerm and the school's established employment administration arrangements.

Communication must be clear, accurate and professional, ensuring that the candidate understands:

- the outcome of the selection process;
- the conditional nature of the proposed appointment;
- the employment arrangements being progressed;
- the documentation and information they are required to provide;
- the relevant next stages of recruitment and onboarding;
- the distinction between a proposed and confirmed commencement date;
- the appropriate contact for queries about the appointment.

The school will seek to maintain appropriate communication while checks and employment administration are being completed.

Where delays arise, the candidate should be informed of the position where appropriate, without disclosing confidential information or making commitments that have not been authorised.

Any proposed change to the terms of appointment must be considered and approved before it is communicated as an agreed arrangement.

Communication with unsuccessful candidates

Unsuccessful candidates must be informed of the outcome through the school's established recruitment arrangements, normally coordinated by the Recruitment Officer using MyNewTerm.

Communication should be timely, respectful and professional.

The school recognises that applicants may have invested considerable time and effort in preparing for interviews and practical selection activities. Candidates should therefore receive clear confirmation of the outcome rather than being left uncertain about the status of their application.

Where feedback is requested, the school may provide constructive information linked to the published selection criteria and the candidate's demonstrated performance.

Feedback should:

- identify relevant strengths where appropriate;
- explain areas where the candidate did not demonstrate the required level of evidence;
- remain factual and consistent with the assessment records;
- avoid unsupported personal judgements; and
- maintain the confidentiality of other candidates and panel discussions.

Feedback must not disclose another applicant's scores, personal information or confidential assessment details.

Where an internal applicant is unsuccessful, feedback should, where appropriate, support their understanding of potential professional development and future progression opportunities.

Withdrawal, declined offers and changes in circumstances

A candidate may withdraw from recruitment or decline an offer at any stage.

Where the preferred candidate does not wish to proceed, the Recruitment Officer will inform the Headteacher and recruiting manager so that the next appropriate action can be determined.

The school may consider an appropriately assessed reserve candidate or determine that further recruitment is required.

Where circumstances change after an offer has been made, including changes to the availability of the position, contractual arrangements or the candidate's ability to commence employment, the matter must be referred to the Headteacher and, where necessary, Partnership Learning.

Any decision to withdraw or amend a conditional offer must be supported by a lawful and properly documented basis and should be taken with appropriate employment advice.

The school must not withdraw an offer arbitrarily or because of assumptions relating to a candidate's protected characteristics or personal circumstances.

Where a conditional offer cannot proceed because an applicable requirement has not been satisfied, the matter must be considered under the relevant recruitment, employment or Safer Recruitment procedures before a decision is communicated.

Concerns about appointment decisions

Applicants who raise concerns about the fairness, consistency or conduct of a selection process must have their concerns considered appropriately.

Concerns may relate to the application of selection criteria, interview arrangements, reasonable adjustments, conflicts of interest or the conduct of individuals involved in recruitment.

The Headteacher will determine the appropriate response, taking account of the nature of the concern and the stage reached in the recruitment process.

Where a concern involves the Headteacher or cannot appropriately be resolved at school level, it must be referred through the relevant Partnership Learning arrangements.

The school will maintain an appropriate record of significant concerns, the consideration given to them and any resulting action.

A request for feedback does not automatically constitute a formal complaint. Equally, a concern alleging discrimination or a material procedural irregularity must not be treated solely as a routine feedback request.

Where a concern identifies a potential failure in the recruitment process, the school will consider whether corrective action or a wider review is necessary.

Confidentiality and recruitment records

Appointment recommendations, candidate assessments and selection discussions must remain confidential.

Information must be shared only with individuals who have a legitimate role in recruitment, authorisation or employment administration.

The Recruitment Officer will coordinate the retention of the relevant records through MyNewTerm and the school's approved information governance arrangements.

Records should demonstrate the basis of the appointment decision, the authorisation provided and the communications issued to candidates.

All records must be maintained in accordance with applicable data protection and retention requirements.

Progression to employment administration

Once the preferred candidate has accepted the conditional offer, the Recruitment Officer will coordinate the next stages of the appointment process.

This will include the collection and organisation of the required documentation, liaison with relevant school personnel and submission of appropriate onboarding information to Partnership Learning.

The school must ensure that the applicable recruitment and pre-employment requirements are completed and that any outstanding matters are identified and resolved before commencement.

Final written authorisation from the Headteacher is required before an individual may commence employment at Riverside Bridge School.

The detailed arrangements for conditional offers, pre-employment administration, Partnership Learning coordination and confirmation of commencement are established in Section 12 of this policy and the separate Safer Recruitment Policy.

Section 12

CONDITIONAL OFFERS AND EMPLOYMENT ADMINISTRATION

Confirming offers. Completing requirements. Coordinating appointments.

Riverside Bridge School is committed to ensuring that conditional offers of employment and subsequent appointment arrangements are managed accurately, consistently and in accordance with the school's recruitment procedures and Partnership Learning requirements. The period between selection and commencement is an important stage of recruitment. It requires effective coordination between the successful candidate, Recruitment Officer, Headteacher, relevant senior leaders and Partnership Learning to ensure that employment arrangements are properly established and that all applicable requirements have been satisfied. The school recognises the importance of providing candidates with clear information, maintaining accurate records and avoiding unnecessary delays. However, operational pressures, staffing shortages or anticipated commencement dates must not override the requirements for appropriate verification, employment administration and final authorisation.

Issuing conditional offers

Following approval of the appointment recommendation, the Recruitment Officer will coordinate the conditional offer through the school's established recruitment arrangements.

The offer must accurately reflect the authorised position and the employment arrangements agreed through the recruitment process. Conditional offers should identify, as appropriate:

- the job title and principal area of responsibility;
- the proposed grade, salary or salary range;
- the working hours and working pattern;
- whether the appointment is permanent, fixed-term or temporary;
- the anticipated commencement arrangements;
- the principal place of work;
- any relevant contractual conditions;
- the requirement to complete applicable pre-employment checks and documentation;
- the conditional nature of the appointment.

The information provided must be consistent with the approved vacancy documentation and any relevant Partnership Learning employment arrangements. Where the proposed appointment involves a salary, grade, working pattern or contractual arrangement that differs from the authorised vacancy, the variation must be considered and approved before the offer is issued. A conditional offer must not be represented as confirmation that the individual is authorised to commence employment.

Acceptance of the offer

Candidates will be asked to confirm whether they wish to accept the conditional offer and proceed with the appointment process.

The Recruitment Officer will coordinate the recording of the candidate's response and provide information about the next stages of recruitment and onboarding.

Acceptance of a conditional offer does not remove the requirement for satisfactory completion of the applicable pre-employment processes.

Where a candidate requests clarification or proposes changes to the employment arrangements, these must be referred to the appropriate senior leader and, where necessary, Partnership Learning.

Recruiting managers must not independently agree changes to salary, contractual terms, working hours or commencement arrangements.

Where a candidate declines the offer or withdraws, the Headteacher will determine whether to consider an appropriately assessed reserve candidate or recommence recruitment.

Co-ordination of pre-employment requirements

The Recruitment Officer is responsible for coordinating the completion and recording of the school's required pre-employment processes.

This includes ensuring that the necessary documentation is requested, received, reviewed and recorded in accordance with the applicable procedures.

The Recruitment Officer must maintain clear oversight of outstanding requirements and communicate relevant issues to the Headteacher.

The detailed requirements relating to safeguarding suitability, references, identity verification, criminal record checks, right-to-work verification and other statutory or role-specific checks are established within the school's separate Safer Recruitment Policy.

This Recruitment and Selection Policy governs the coordination, administration and authorisation of appointments and does not replace or duplicate those safeguarding procedures.

Where information is incomplete, inconsistent or raises a concern, the matter must be referred through the appropriate process before the appointment progresses.

The Recruitment Officer must not independently determine that an unresolved safeguarding or suitability concern is acceptable.

Responsibilities of the Recruitment Officer

The Recruitment Officer will act as the principal school-based coordinator for employment administration following acceptance of a conditional offer. Responsibilities include:

- maintaining communication with the successful candidate;
- providing clear instructions about required forms and documentation;

- coordinating the collection and recording of relevant recruitment information;
- monitoring the progress of outstanding requirements;
- maintaining the appropriate recruitment and personnel records;
- updating Sign In Central Record in accordance with the school's procedures;
- liaising with the Designated Safeguarding Lead and Headteacher where concerns require consideration;
- preparing onboarding documentation for Partnership Learning;
- identifying missing information or discrepancies requiring resolution;
- coordinating confirmation of the proposed commencement arrangements;
- presenting the relevant information to the Headteacher before final authorisation is requested.

The Recruitment Officer must maintain an accurate record of the appointment's progress so that outstanding actions, responsible individuals and completion status can be clearly identified.

Where a candidate does not provide required documentation within an appropriate timescale, the matter must be escalated to the Headteacher.

Partnership Learning employment administration

Partnership Learning undertakes the relevant central employment administration and additional verification processes associated with appointments at Riverside Bridge School.

The Recruitment Officer will coordinate the submission of completed onboarding documentation to Partnership Learning through the established arrangements.

This includes the information required to establish the employee's contractual and payroll arrangements through **ePayWindow**.

The school must ensure that information submitted to Partnership Learning is accurate, complete and consistent with the authorised appointment.

Where Partnership Learning identifies missing documentation, discrepancies or matters requiring clarification, the Recruitment Officer will coordinate the necessary response.

The Headteacher or appropriate senior leader must be consulted where a query concerns contractual terms, salary, grading, authorisation or another matter requiring management approval.

The school's completion of its recruitment administration does not remove the need for any applicable Partnership Learning processes to be completed.

Equally, submission of documentation to Partnership Learning does not, by itself, authorise an individual to commence work.

Confirmation of employment arrangements

Before commencement, the school must ensure that the proposed employment arrangements accurately reflect the authorised appointment. This includes confirmation, as appropriate, of:

- the position and reporting arrangements;

- the agreed grade and salary;
- contractual hours and working pattern;
- the nature and duration of the appointment;
- the principal place of work;
- the anticipated start date;
- any relevant allowances or additional responsibilities;
- arrangements for induction and initial management support.

Any discrepancy between the vacancy, conditional offer and employment documentation must be resolved before the appointment is finalised.

Where a candidate requests a change to the agreed terms, the request must be considered through the appropriate school and Partnership Learning procedures.

No employee or recruiting manager may assume that a proposed contractual change has been accepted without the necessary approval.

Personnel records and documentation

The Recruitment Officer will coordinate the establishment and maintenance of the employee's personnel records in accordance with the school's information governance arrangements.

Riverside Bridge School maintains digital personnel records and corresponding hard-copy personnel files. Records must be accurate, appropriately organised and securely maintained.

Hard-copy personnel files are stored in a locked cabinet, with access restricted to the Headteacher, Designated Safeguarding Lead and Recruitment Officer.

Digital records must be subject to appropriate access controls and available only to authorised individuals with a legitimate employment-related purpose.

Recruitment documentation transferred to the personnel file must be relevant to the appointment and retained in accordance with the applicable records retention arrangements.

The school must ensure that the personnel file and relevant recruitment systems provide a consistent account of the appointment and its authorisation.

Single Central Record administration

The Recruitment Officer is responsible for maintaining the school's Single Central Record through **Sign In Central Record**. The record must be updated in accordance with the requirements established in the school's Safer Recruitment Policy and the relevant statutory guidance. Recruitment Officer must ensure that the applicable entries are accurate and that any missing or inconsistent information is identified promptly. The Single Central Record must not be treated as a substitute for completing the underlying checks or retaining the necessary evidence within the appropriate records arrangements. Where an issue arises concerning the completion, interpretation or recording of a required check, the Recruitment Officer must seek clarification from the Headteacher and, where appropriate, the Designated Safeguarding Lead.

Managing outstanding requirements and delays

The school recognises that some appointments may be affected by delays in obtaining documentation, completing checks or finalising employment administration.

The Recruitment Officer will maintain oversight of outstanding actions and provide appropriate updates to the Headteacher and successful candidate.

Where a proposed commencement date becomes unrealistic, the school must review the arrangements and communicate any necessary changes.

The need to fill a vacancy urgently does not justify bypassing mandatory requirements or permitting commencement without the required authorisation.

Where checks or information raise concerns, these must be addressed through the appropriate procedures rather than treated as routine administrative delays.

The Headteacher will determine whether a proposed appointment should be deferred, reconsidered or referred for additional advice.

Where a conditional offer may need to be withdrawn, appropriate employment advice must be obtained and the decision properly documented.

Final authorisation to commence employment

No individual may commence employment at Riverside Bridge School without final written authorisation from the Headteacher.

Before providing authorisation, the Headteacher must be satisfied that:

- the appointment has been appropriately recommended and approved;
- the proposed employment arrangements are consistent with the authorised position;
- the applicable recruitment and pre-employment requirements have been completed satisfactorily;
- any concerns or discrepancies have been appropriately resolved;
- the necessary school-based records have been completed;
- the relevant Partnership Learning requirements have been addressed;
- appropriate arrangements are in place for the employee's commencement and induction.

The Recruitment Officer will coordinate the information required to support this decision and identify any outstanding matters.

Final authorisation must be clearly recorded and communicated to the relevant individuals responsible for the employee's commencement.

A proposed start date, accepted conditional offer, completed interview process or submission of onboarding documentation does not constitute permission to begin employment.

No recruiting manager, panel member or administrative employee may independently authorise commencement or waive the requirement for written approval.

Communication of confirmed commencement arrangements

Once final authorisation has been provided, the Recruitment Officer will coordinate confirmation of the employee's commencement arrangements.

The successful candidate should receive appropriate information about:

- the confirmed commencement date;
- reporting arrangements on their first day;
- the relevant line manager or school contact;
- working hours and initial attendance expectations;
- any documentation or information still required for routine administration;
- arrangements for induction and mandatory training;
- practical information necessary to prepare for joining the school.

Relevant senior leaders and line managers must be informed so that the employee's arrival can be planned appropriately.

The school must ensure that arrangements for access, supervision, induction and deployment are consistent with the employee's authorised role and responsibilities.

Handover to induction and probation

Once the appointment has been authorised and commencement arrangements confirmed, responsibility for supporting the employee's introduction to the school will be coordinated between the Recruitment Officer, line manager and relevant senior leaders.

The handover must ensure that the line manager receives the information necessary to plan induction, establish role expectations and identify relevant training or professional support.

Information shared must be limited to what is necessary for the effective management of the employee's appointment.

The line manager must be aware of any agreed workplace adjustments, relevant professional development requirements or arrangements that need to be implemented from commencement.

The school's induction and probation procedures will apply in accordance with the employee's role and contractual arrangements.

The detailed expectations for joining, induction and probation are established in Section 13 of this policy and the relevant school employment procedures.

Section 13

JOINING, INDUCTION AND PROBATION

Welcoming employees. Establishing expectations. Supporting development.

Riverside Bridge School recognises that effective recruitment extends beyond the appointment decision. A structured introduction to the school, clear professional expectations and appropriate support during the initial period of employment are essential to ensuring that new employees can undertake their responsibilities confidently, safely and effectively. The school is committed to providing an induction experience that reflects the demands of its specialist SEND provision, the diversity of its workforce and the individual development needs of newly appointed employees. Induction and probation must establish a clear understanding of professional responsibilities, safeguarding expectations, school procedures and the standards of practice required. They must also provide opportunities for training, coaching, feedback and professional development, enabling employees to become effective members of the school community.

Preparing for the employee's arrival

Once the Headteacher has provided final written authorisation for the employee to commence work, the relevant line manager and Recruitment Officer will coordinate arrangements for the employee's arrival. Preparation must be proportionate to the responsibilities of the role and should ensure that the employee can begin work within a safe, organised and supportive environment. Arrangements should include:

- confirming the employee's start date, working hours and reporting arrangements;
- identifying the appropriate line manager and induction responsibilities;
- preparing the employee's initial timetable or deployment arrangements;
- ensuring that relevant workplace resources and equipment are available;
- arranging appropriate access to school systems and facilities;
- identifying mandatory induction and training requirements;
- preparing relevant policies, procedures and professional expectations;
- identifying any agreed workplace adjustments;
- establishing initial supervision and support arrangements;
- informing relevant colleagues of the employee's arrival.

For classroom-based positions, particular consideration must be given to the class or pathway in which the employee will work, the needs of the pupils and the level of support required during the initial period. The school must not assume that a newly appointed employee is immediately competent to undertake all duties independently simply because the recruitment process has been completed.

Initial induction arrangements

All newly appointed employees must receive an induction appropriate to their role and responsibilities.

The induction process should provide a structured introduction to Riverside Bridge School, including its values, organisational arrangements, expectations and approach to supporting children and young people with complex SEND.

Initial induction will normally address:

- the school's ethos, values and professional expectations;
- the organisational structure and relevant reporting arrangements;
- safeguarding responsibilities and reporting procedures;
- health and safety, emergency arrangements and relevant risk assessments;
- confidentiality, information governance and professional boundaries;
- attendance, punctuality and absence reporting procedures;
- communication systems and workplace expectations;
- relevant employment policies and procedures;
- role-specific responsibilities and standards of practice;
- arrangements for supervision, coaching and professional development.

The depth and sequence of induction activities may vary according to the employee's experience, position and responsibilities.

Induction must not be treated solely as the completion of an administrative checklist. The line manager must establish whether the employee understands the information provided and can apply the relevant expectations in practice.

Safeguarding and mandatory training

Safeguarding responsibilities must be clearly established from the beginning of employment.

New employees must receive the safeguarding induction, information and training required by the school's safeguarding arrangements and relevant statutory guidance.

The school's separate Safeguarding and Child Protection Policy and Safer Recruitment Policy establish the detailed safeguarding requirements applicable to employees.

Induction must ensure that employees understand:

- their individual responsibility to safeguard pupils;
- how to identify and report concerns;
- the school's safeguarding reporting arrangements;
- the responsibilities of the Designated Safeguarding Lead;
- the importance of timely and accurate recording;
- professional boundaries and expected conduct;
- the requirement to follow relevant school policies and procedures.

Other mandatory training must be identified according to the position and the responsibilities the employee will undertake.

Where a duty requires specific training, competence or authorisation, the employee must not be expected to undertake it independently until the relevant requirements have been satisfied.

Line managers must ensure that training requirements are identified promptly and that appropriate interim supervision arrangements are established.

Induction within a specialist SEND environment

Riverside Bridge School provides education for pupils with a wide range of complex learning, communication, sensory, physical and additional needs.

New employees must develop an understanding of the school's specialist approaches and how these influence everyday practice.

For pupil-facing positions, induction should include relevant aspects of:

- the school's curriculum pathways and their implications for teaching and support;
- BridgeWorks structured teaching expectations;
- Total Communication and appropriate communication supports;
- the use of visual schedules, now-and-next approaches and structured work systems;
- promoting participation, independence and meaningful engagement;
- positive support and emotional regulation;
- maintaining pupils' dignity, privacy and personal autonomy;
- understanding relevant pupil risk assessments and individual support arrangements;
- working collaboratively with teachers, Co-Educators and specialist professionals;
- supporting pupils consistently across lessons, transitions, personal care, social times and community activities.

The school recognises that employees may enter with different levels of SEND experience.

Induction should therefore distinguish between essential responsibilities that must be understood immediately and specialist competencies that can be developed progressively through training, coaching and supported practice.

Employees must be provided with sufficient information to work safely and effectively, while being encouraged to ask questions, seek clarification and reflect on their developing practice.

Role expectations and professional standards

At the beginning of employment, the line manager must ensure that the employee understands the principal responsibilities of their position and the standards against which their performance will be considered. The job description, person specification and relevant role expectations should form the basis of this discussion.

Expectations must be sufficiently clear to enable the employee to understand:

- the purpose of their role;
- their principal duties and responsibilities;
- the standards of conduct and professional practice required;
- how their work contributes to pupil outcomes or school operations;
- their responsibilities within the wider team;
- the arrangements for communication and accountability;
- the procedures they are expected to follow;
- the support available to help them meet these expectations.

For Co-Educators and other support staff, role expectations should reflect responsibilities across the wider school day rather than being limited to formal lessons.

This includes supporting transitions, promoting pupil independence, preparing and maintaining resources, contributing to safe environments and participating appropriately in the wider life of the school.

Employees must understand that professional expectations apply consistently throughout their working day and across all areas of their responsibilities.

Line management, supervision and early support

Each new employee must have an identified line manager responsible for supporting their introduction to the role. The line manager will provide appropriate guidance, supervision and feedback during the initial period of employment. Support may include:

- regular professional discussions;
- opportunities to observe established practice;
- modelling and coaching;
- clarification of procedures and expectations;
- feedback on performance and professional conduct;
- identification of training needs;
- support with organisation and prioritisation;
- opportunities to raise questions or concerns.

The frequency and nature of support should reflect the employee's role, experience and developing competence. For classroom-based employees, the line manager should consider how the employee is being supported by the wider class team and whether expectations are being applied consistently.

Support must be purposeful and should enable the employee to develop increasing confidence, competence and independence. Where concerns emerge, they must be addressed promptly rather than being left until a formal probation review.

Probation arrangements

New employees who are subject to a probationary period will be managed in accordance with the school's applicable Probation Policy and contractual arrangements.

The purpose of probation is to establish whether the employee is meeting the required standards of performance, professional conduct, attendance and suitability for their position.

Probation must provide a structured opportunity to:

- clarify expectations;
- review progress against the responsibilities of the role;
- recognise strengths and developing competence;
- identify areas requiring improvement;
- agree appropriate support, training or adjustments;
- monitor progress against agreed actions;
- determine whether the employee has demonstrated the required standards.

The probation process must be fair, evidence-based and appropriately documented.

Employees must be made aware of the applicable probation arrangements and provided with access to the relevant policy.

The school will require confirmation that the employee has received and read the Probation Policy.

Probation review meetings

Probation reviews must be undertaken in accordance with the timescales and arrangements established within the Probation Policy.

Reviews should provide a structured discussion between the employee and line manager about progress, professional expectations and any support required.

Each review should consider:

- performance against the responsibilities of the role;
- strengths and progress demonstrated;
- standards that have not yet been consistently met;
- professional conduct, attendance and punctuality;
- the effectiveness of induction, coaching and training;
- any workplace adjustments or additional support required;
- the employee's own reflection on their progress;
- agreed priorities for the next review period.

The review must be recorded using the school's approved probation documentation.

The employee should have an opportunity to contribute to the discussion, provide relevant evidence and comment on the support received. Review records should reflect the discussion accurately, including any matters on which the employee and line manager hold different views.

Identifying and addressing concerns during probation

Where an employee is not meeting the required standards, the line manager must identify the concern clearly and explain the improvement required.

Concerns must be based on specific evidence rather than general impressions or unsupported opinions.

The employee must be informed of:

- the area of performance or conduct causing concern;
- the expected standard;
- the evidence supporting the concern;
- the improvement required;
- the support, training or adjustments available;
- the timescale for improvement;
- how progress will be reviewed.

Where appropriate, actions should be recorded within the school's probation review and action-tracking arrangements.

The line manager must monitor progress and provide feedback rather than waiting until the next scheduled review.

Where concerns are significant, persistent or require formal consideration, the matter must be referred to the Headteacher and managed in accordance with the applicable Probation Policy and relevant employment procedures.

Probation must not be used to bypass statutory employment protections, equality obligations or other applicable procedures.

Workplace adjustments and individual circumstances

The school recognises that employees may require reasonable adjustments or other appropriate support to undertake their responsibilities effectively.

Where an employee identifies a disability-related need or another circumstance requiring consideration, the line manager must respond appropriately and seek relevant advice where necessary.

Reasonable adjustments must be considered in accordance with the Equality Act 2010 and the school's employment procedures. The probation process must distinguish between an employee's ability to meet the genuine requirements of the role and difficulties arising because appropriate adjustments or support have not been considered or implemented. Information concerning health, disability or other sensitive personal circumstances must be treated confidentially.

The school must not make unsupported assumptions about an employee's capability, commitment or future attendance based on a protected characteristic or personal circumstance.

Where appropriate, specialist employment or occupational health advice may be sought through the relevant arrangements.

Extending probation

Where permitted by the applicable Probation Policy and contractual arrangements, a probationary period may be extended if additional time is reasonably required to assess whether the employee can meet the necessary standards.

An extension must have a clear and documented rationale.

Reasons may include circumstances where further assessment is necessary, identified improvements require additional time to demonstrate consistency, or the available evidence is insufficient to reach a fair conclusion.

An extension must not be automatic or used simply because a review has not been completed on time.

Where an extension is considered, the employee must be informed of:

- the reason for the proposed extension;
- the standards or areas requiring further assessment;
- the support that will be provided;
- the duration of the extension;
- the arrangements for monitoring progress;
- the possible outcomes.

The decision must be authorised through the applicable school and Partnership Learning procedures.

Probation outcomes and confirmation

At the conclusion of the probationary period, the employee's performance and progress must be reviewed against the requirements of the position.

The outcome must be determined in accordance with the Probation Policy and the relevant employment arrangements.

Where the employee has demonstrated the required standards, successful completion of probation will be confirmed through the appropriate process.

Where standards have not been met, the school must consider the available evidence, support provided, progress demonstrated and applicable policy requirements before determining the appropriate outcome.

Decisions must be fair, proportionate and appropriately authorised.

The employee must receive written confirmation of the outcome and any relevant next steps.

Completion of probation does not remove the requirement to maintain professional standards or participate in the school's ongoing performance management and professional development arrangements.

Transition to appraisal and continuing professional development

Following successful completion of probation, employees will continue to receive appropriate line management support and participate in the relevant appraisal and professional development arrangements.

The transition should ensure continuity between the development priorities identified during induction and probation and the employee's longer-term professional objectives.

Where relevant, development priorities may be linked to:

- the School Development Plan;
- the Coaching Framework;
- BridgeWorks - Structured Teaching;
- Total Communication;
- positive support and regulation;
- curriculum and pathway-specific practice;
- specialist professional competencies;
- leadership and management development;
- other agreed areas of individual professional practice.

Professional development should be relevant to the employee's responsibilities and contribute to improved provision, effective school operations or better outcomes for pupils.

The school will seek to develop employees through a combination of appropriate training, coaching, professional dialogue, supported practice and reflection.

Induction and probation records

The school must maintain appropriate records of induction, mandatory training, probation reviews and related employment decisions.

Records should demonstrate:

- the induction arrangements provided;
- relevant training completed or outstanding;
- confirmation that required policies and expectations have been communicated;
- probation review dates and outcomes;
- agreed objectives and improvement actions;
- support, training or adjustments provided;
- evidence of progress or continuing concerns;
- final probation decisions and authorisation.

The Recruitment Officer will coordinate relevant personnel documentation, while line managers are responsible for completing and submitting the records associated with induction and probation.

Records must be maintained securely within the school's approved personnel arrangements and accessed only by authorised individuals with a legitimate employment-related purpose.

Monitoring the effectiveness of induction

The Headteacher and relevant senior leaders will maintain oversight of the effectiveness of induction and probation arrangements.

This may include reviewing:

- whether employees receive the information and training required for their roles;
- the consistency of induction across different teams and departments;
- whether role expectations are sufficiently clear;
- the quality and timeliness of probation reviews;
- the effectiveness of coaching and professional support;
- recurring areas of difficulty for new employees;
- the identification and implementation of reasonable adjustments;
- feedback from employees and line managers.

Where patterns of difficulty are identified, the school should consider whether improvements are required to recruitment, induction, role documentation, training or line management arrangements.

The purpose of this review is to strengthen the transition from recruitment to effective employment and ensure that newly appointed employees are equipped to contribute positively to the school.

Induction and probation are shared responsibilities. The school must provide clear expectations and appropriate support, while employees are expected to engage actively with the process, seek clarification where needed and demonstrate their commitment to the responsibilities and standards of their role.

Section 14

RECRUITMENT RECORDS AND INFORMATION GOVERNANCE

Recording decisions. Protecting information. Maintaining confidentiality.

Riverside Bridge School is committed to maintaining accurate, secure and appropriately managed recruitment records that demonstrate the fairness, consistency and integrity of its recruitment and selection processes. Recruitment involves the collection and processing of personal information relating to applicants, successful candidates and employees. The school recognises its responsibility to protect this information, restrict access to those with a legitimate purpose and ensure that records are retained and disposed of in accordance with applicable legal requirements and Partnership Learning's information governance arrangements. Effective record management also provides an auditable account of recruitment decisions, supports appropriate scrutiny and ensures that the school can demonstrate compliance with its employment, equality and safeguarding responsibilities.

Principles of recruitment record management

Recruitment records must be maintained in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's applicable information governance policies.

The school will apply the following principles when collecting, using and retaining recruitment information.

- **Lawfulness, fairness and transparency -** personal information must be processed for legitimate recruitment and employment purposes, with applicants provided with appropriate information about its use.
- **Purpose limitation -** information collected for recruitment must not be used for unrelated purposes without an appropriate lawful basis.
- **Data minimisation -** only information necessary and proportionate to the recruitment process should be requested and retained.
- **Accuracy -** records must be sufficiently accurate and updated where necessary.
- **Storage limitation -** information must not be retained for longer than justified by the applicable retention requirements.
- **Integrity and confidentiality -** appropriate safeguards must protect information against unauthorised access, loss, disclosure or alteration.
- **Accountability -** the school must be able to demonstrate that recruitment information has been managed appropriately.

These principles apply throughout recruitment, from the receipt of applications to the disposal or transfer of records following the appointment decision.

Records maintained during recruitment

The school must maintain sufficient documentation to demonstrate how recruitment decisions were reached and authorised.

Depending upon the position and recruitment process, records may include:

- the authorised vacancy request and recruitment approval;
- the approved job description and person specification;
- the agreed grading and contractual arrangements;
- the vacancy advertisement and recruitment timetable;
- applications received through MyNewTerm;
- shortlisting criteria, assessment records and outcomes;
- interview questions, panel notes and scoring;
- practical selection activities and assessment outcomes;
- records of reasonable adjustments and accessibility arrangements, where necessary;
- declarations and management of conflicts of interest;
- appointment recommendations and approval decisions;
- conditional offer documentation and candidate correspondence;
- records of applicable pre-employment requirements;
- final written authorisation for commencement;
- relevant onboarding and employment administration documentation.

The level of documentation must be proportionate to the recruitment activity while remaining sufficient to explain significant decisions. Records must be factual, professionally expressed and relevant to the purposes for which they are maintained.

Use of MyNewTerm

MyNewTerm is the school's principal platform for managing recruitment activity, including vacancy advertising, applications, shortlisting administration and candidate communications.

The Recruitment Officer is responsible for coordinating the appropriate use of the platform and ensuring that recruitment records are managed consistently.

Individuals with access to MyNewTerm must use the system only for authorised recruitment purposes.

Recruitment information must not be downloaded, copied, transferred or shared unnecessarily.

Where information is exported or retained outside MyNewTerm for a legitimate purpose, it must be stored within an approved and secure school arrangement.

Panel members must not retain personal copies of applications, assessment records or candidate information beyond what is necessary for their authorised involvement in the process. Where recruitment records are held across more than one approved system, the Recruitment Officer must ensure that the relevant information can be identified and retrieved without creating unnecessary duplication.

Responsibilities for recruitment information

Responsibility for managing recruitment records is shared between individuals involved in recruitment, with defined administrative and management accountability.

The Recruitment Officer is responsible for coordinating recruitment documentation, maintaining appropriate administrative records, managing candidate information through MyNewTerm and ensuring that relevant documentation is transferred to the approved personnel arrangements.

The selection panel members are responsible for producing accurate assessment records, protecting the information provided to them and returning or securely disposing of working documents in accordance with school procedures.

The Headteacher is responsible for ensuring that recruitment decisions are appropriately authorised and that significant concerns about record accuracy, confidentiality or information governance are addressed.

The Designated Safeguarding Lead will be involved where recruitment information raises safeguarding concerns requiring consideration under the school's Safer Recruitment Policy.

Partnership Learning will undertake its relevant central employment administration and information governance responsibilities in accordance with the applicable Trust arrangements.

All individuals involved in recruitment must understand that access to personal information carries a responsibility to protect it.

Confidentiality and access controls

Recruitment information is confidential and must be accessed only by individuals who require it to undertake an authorised recruitment, employment or governance responsibility.

Access must be proportionate to the individual's role.

For example, a panel member may require access to applications and assessment information but will not ordinarily require access to unrelated personnel records or sensitive employment administration documents.

Candidate information must not be discussed informally with colleagues, shared through personal messaging accounts or disclosed to individuals who are not involved in the relevant process.

Particular care must be taken where an applicant is already employed by Riverside Bridge School or is otherwise known to members of the school community.

An individual's existing relationship with the school does not remove their right to confidentiality.

Where a panel member or other employee receives recruitment information inadvertently, they must not use or further disclose it and should report the matter through the appropriate school arrangements.

Handling sensitive and special category information

Recruitment may involve information concerning an applicant's health, disability, reasonable adjustments, equality characteristics or other sensitive personal circumstances.

Such information must be handled with particular care and processed only where there is an appropriate lawful basis and, where required, an additional condition for processing special category data.
Access must be limited to those who genuinely require the information for a defined purpose.
Information about reasonable adjustments should be shared with panel members only to the extent necessary to implement the agreed arrangements.
Medical or disability-related information must not be included unnecessarily within general shortlisting or interview records.
Where equality monitoring information is collected, it must be managed separately from candidate suitability assessments and must not influence appointment decisions.
The school must not collect sensitive personal information merely because it may be useful at a later stage.

Interview notes and assessment records

Interview notes and assessment documentation form part of the formal recruitment record.
Panel members must ensure that their records are accurate, objective and related to the agreed selection criteria. Notes should capture relevant evidence provided by the candidate and the basis of professional judgements. Records must avoid:

- personal or derogatory comments;
- speculation about an applicant's private circumstances;
- unsupported assumptions about protected characteristics;
- irrelevant observations about appearance or manner;
- informal comments that cannot be linked to the requirements of the position;
- statements that are inconsistent with the recorded assessment evidence.

Panel members should be aware that recruitment records may be subject to lawful requests for information or scrutiny in connection with employment matters.
The school must therefore maintain documentation that accurately reflects the decision-making process and can be professionally justified.

Recruitment records for unsuccessful applicants

Information relating to unsuccessful applicants must be retained only for the period justified by the applicable records retention schedule and legal requirements.
The school must not retain unsuccessful applications indefinitely simply because they may be useful for future vacancies.
Where a candidate has expressed an interest in future opportunities, any continued retention or use of their information must be supported by an appropriate lawful basis and communicated transparently.
Access to unsuccessful candidate records must remain restricted during the retention period.

At the end of the applicable period, records must be securely deleted or disposed of in accordance with the approved arrangements, unless there is a legitimate and documented reason for continued retention. Where a complaint, legal claim or other relevant matter is ongoing or reasonably anticipated, the school must seek appropriate advice before disposing of related records.

Records relating to successful candidates

Where an applicant is appointed, relevant recruitment documentation will form part of the employee's personnel records or other approved employment records.

The Recruitment Officer will coordinate the transfer and organisation of the necessary information.

The school maintains digital personnel files alongside corresponding hard-copy personnel files.

Hard-copy personnel records are stored in a locked cabinet, with access restricted to the Headteacher, Designated Safeguarding Lead and Recruitment Officer.

Digital personnel records must be protected through appropriate access permissions and secure storage arrangements.

Only information necessary for employment, legal compliance, safeguarding or another legitimate purpose should be transferred into the employee's ongoing personnel record.

Recruitment records must not be retained indiscriminately where their continued storage is unnecessary.

The school's personnel records must provide a clear account of the employee's appointment, including the relevant authorisation and employment documentation.

Single Central Record and safeguarding documentation

The Recruitment Officer maintains the school's Single Central Record using Sign In Central Record.

The Single Central Record must be maintained in accordance with the requirements of the school's separate Safer Recruitment Policy and applicable statutory guidance. Information entered into the system must be accurate and supported by the appropriate underlying checks and records. The Single Central Record is not a substitute for the completion of required checks or the secure management of relevant documentation. Safeguarding-related recruitment information must be handled through the appropriate safeguarding and employment procedures, with access limited according to the nature and purpose of the information. Where a discrepancy or concern is identified, it must be referred to the Headteacher and, where appropriate, the Designated Safeguarding Lead.

Sharing information with Partnership Learning

Riverside Bridge School will share relevant recruitment and employment information with Partnership Learning where necessary to fulfil authorised employment administration, payroll, governance or compliance responsibilities.

The Recruitment Officer will coordinate the submission of appropriate onboarding documentation through the established arrangements.

Information provided must be accurate, complete and limited to what is necessary for the relevant purpose.

Secure and approved methods of transfer must be used.

Personal information must not be sent through personal email accounts, unsecured messaging services or other unauthorised channels.

Where Partnership Learning requests clarification or additional documentation, the school must establish that the information is relevant and appropriate before disclosure.

Information sharing must remain consistent with applicable data protection requirements and the responsibilities of the school and Trust.

Data accuracy and correction of records

Recruitment records must be accurate and sufficiently complete to support the decisions and administrative processes for which they are used.

Where an error is identified, the Recruitment Officer or other authorised individual must take appropriate steps to correct it.

Corrections must not be used to retrospectively alter the substance of a selection decision or conceal an earlier error.

Where a significant correction affects an appointment recommendation, contractual arrangement or safeguarding record, the matter must be referred to the Headteacher and the relevant authorised personnel.

Applicants and employees may have rights to request rectification of inaccurate personal information under data protection legislation.

Such requests must be considered through the school's applicable information governance arrangements.

Requests for access to recruitment information

Applicants and employees may exercise applicable rights concerning their personal information, including the right to make a subject access request.

Requests for access to recruitment information must be referred promptly through the school's established data protection procedures.

Panel members, recruiting managers and administrative staff must not independently determine which information should be disclosed.

The school must consider relevant legal requirements, applicable exemptions and the rights and confidentiality of other individuals before information is released.

Recruitment records must not be altered, destroyed or withheld improperly because a request for information has been received.

Where necessary, advice must be sought from the relevant Partnership Learning information governance personnel.

Secure storage, retention and disposal

Recruitment records must be stored within approved school or Partnership Learning systems and retained in accordance with the applicable records retention schedule.

The school will not establish informal or inconsistent retention arrangements for different recruitment panels or departments.

Records must be protected against unauthorised access, accidental loss, alteration and inappropriate disclosure.

Where paper documents are used during interviews or assessments, they must be kept secure and returned to the Recruitment Officer or disposed of through an approved confidential process.

Electronic records must not be stored indefinitely on personal devices, removable storage or unauthorised platforms.

At the end of the relevant retention period, information must be securely deleted or destroyed, subject to any legitimate requirement for continued retention.

The school must be able to demonstrate that disposal arrangements are appropriate to the sensitivity of the information.

Information security incidents and breaches

Any suspected loss, unauthorised disclosure, inappropriate access or other compromise of recruitment information must be reported promptly through the school's information governance procedures.

Examples may include:

- an application being sent to the wrong recipient;
- unauthorised access to candidate information;
- loss of interview notes or recruitment documents;
- disclosure of confidential candidate information;
- use of an unapproved system to store personal data;
- accidental publication of information that should remain confidential.

Employees must not attempt to conceal an incident or independently determine that it is too minor to report.

The Headteacher and relevant Partnership Learning information governance personnel must be informed in accordance with the applicable reporting arrangements.

The school will cooperate with any necessary assessment, containment, investigation or remedial action.

Decisions about regulatory reporting or notification to affected individuals must be made through the appropriate data protection arrangements.

Monitoring and auditing recruitment records

The Headteacher will maintain oversight of the effectiveness of recruitment record management, supported by the Recruitment Officer and relevant Partnership Learning arrangements.

Monitoring may include reviewing whether:

- vacancy approvals and appointment decisions are properly documented;
- shortlisting and interview records are complete;
- assessment decisions can be justified against the published criteria;
- candidate communications have been appropriately recorded;
- recruitment information is stored securely;
- access permissions remain appropriate;
- personnel documentation is complete and consistent;
- Single Central Record administration is accurate;
- retention and disposal requirements are followed;
- information governance concerns are identified and addressed promptly.

Where weaknesses are identified, appropriate corrective action must be taken.

This may include additional guidance, improvements to administrative procedures, changes to access arrangements or further training for individuals involved in recruitment.

Effective information governance is a continuing responsibility and must be embedded within every stage of the school's recruitment and selection arrangements.

Section 15

MONITORING, REVIEW AND CONTINUOUS IMPROVEMENT

Evaluating practice. Identifying improvements. Strengthening recruitment.

Riverside Bridge School will monitor and review its recruitment and selection arrangements to ensure that they remain fair, consistent, effective and compliant with relevant legislation and Partnership Learning requirements. Recruitment effectiveness will be evaluated not only by the successful filling of vacancies, but also by the suitability of appointments, workforce stability and the contribution employees make to the school's specialist SEND provision.

Responsibilities for monitoring

The Headteacher has overall responsibility for monitoring recruitment and selection practice, supported by the Recruitment Officer, relevant senior leaders and Partnership Learning. The Recruitment Officer will maintain appropriate recruitment records and identify recurring administrative difficulties, delays or procedural concerns. Recruiting managers are responsible for reviewing the effectiveness of recruitment activities within their areas and identifying improvements where necessary.

Monitoring recruitment activity

The school will review relevant recruitment information, including:

- vacancies advertised and successfully filled;
- the number and suitability of applications received;
- vacancies requiring readvertisement;
- recruitment timescales and administrative delays;
- candidates withdrawing or declining offers;
- the effectiveness of MyNewTerm and advertising arrangements;
- recurring difficulties recruiting to particular positions.

Findings will inform workforce planning, advertising approaches and future recruitment arrangements. The school will not compromise essential appointment requirements solely to address staffing shortages or improve recruitment outcomes.

Equality, fairness and accessibility

The school will monitor whether recruitment arrangements provide fair and accessible opportunities for applicants. This will include reviewing the consistency of shortlisting and selection decisions, the implementation of reasonable adjustments and any concerns raised about discrimination or accessibility.

Where appropriate, aggregated equality monitoring information may be considered in accordance with data protection requirements.

Any identified barriers or inconsistencies must be investigated and addressed through appropriate changes to recruitment practice.

Quality of appointments and workforce stability

The effectiveness of recruitment will be considered alongside relevant findings from induction, probation and early employment.

The school will consider whether appointed employees demonstrate the competencies required for their roles and whether recruitment processes accurately reflected the responsibilities and expectations of the position.

Recurring recruitment difficulties, early departures or probation concerns may indicate a need to review job descriptions, selection activities, induction or professional support.

Such findings must be considered objectively, recognising that employee performance and retention are influenced by wider workplace factors.

Specialist SEND workforce requirements

Recruitment monitoring will take account of the school's changing pupil population, complexity of need, staffing requirements and specialist provision.

The Headteacher and senior leaders will consider whether recruitment arrangements support the school's ability to maintain appropriate expertise, continuity and effective pupil support.

This includes identifying roles requiring established specialist qualifications or experience and those where suitable candidates can develop competencies through induction, coaching and professional development.

Significant workforce pressures affecting pupil provision must be escalated through the appropriate leadership and Partnership Learning arrangements.

Identifying and implementing improvements

Where monitoring identifies weaknesses or recurring difficulties, the Headteacher will determine appropriate corrective action.

This may include revising recruitment documentation, improving candidate communication, strengthening panel guidance, reviewing practical assessments or refining administrative procedures.

Significant concerns involving safeguarding, equality, employment administration or information governance must be addressed through the relevant policies and procedures.

Improvement actions should identify the issue, responsible individual, required action and arrangements for reviewing effectiveness.

Policy review

This policy will be reviewed in accordance with the school's established policy review cycle, or earlier where required by changes in legislation, statutory guidance, Partnership Learning procedures or school arrangements.

The Headteacher will coordinate the review, with appropriate contributions from the Recruitment Officer, senior leaders and Partnership Learning.

Any amendments must remain consistent with the school's separate Safer Recruitment Policy and related employment procedures.

Approved changes will be communicated to staff involved in recruitment to ensure that expectations and responsibilities remain clear.

Section 16

RELATED POLICIES AND FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy must be read alongside relevant school and Partnership Learning policies and procedures, including those relating to:

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Equality, Diversity, Equity and Inclusion Policy
- Staff Code of Conduct
- Data Protection and Information Governance policies
- Probation Policy
- Induction Policy
- Appraisal Policy
- Disciplinary Policy
- relevant Partnership Learning employment procedures.

Operational documentation includes vacancy authorisation, approved job descriptions, MyNewTerm applications and selection records, conditional offers, pre-employment checks, the Single Central Record (Sign In Central Record), ePayWindow employment administration, and written authorisation from the Headteacher before an employee starts work.

Safeguarding suitability and detailed checking requirements are governed by the separate Safer Recruitment Policy.

RIVERSIDE
BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

RECRUITMENT

Our recruitment and selection process is fair, transparent, consistent and proportionate, ensuring we appoint the right people to support the best possible outcomes for our pupils.

01 PLANNING AND APPROVAL

- Identify workforce need
- Confirm funding and post details
- Obtain Headteacher approval to recruit

02 ADVERTISING AND APPLICATIONS

- Prepare job description and person specification
- Advertise via MyNewTerm
- Provide clear information to applicants
- Ensure an accessible and inclusive process

03 SHORTLISTING

- Assess applications against agreed criteria
- Apply the person specification consistently
- Select a fair and representative shortlist
- Provide feedback where appropriate

04 INTERVIEW AND ASSESSMENT

- Use a structured and fair process
- Explore skills, experience and values
- Include relevant assessment activities
- Keep clear and confidential records

05 APPOINTMENT AND CHECKS

- Make a conditional offer
- Complete all required pre-employment checks via Partnership Learning
- Record checks on the Single Central Record (Sign In)
- Obtain final written authorisation from the Headteacher before employment begins

06 INDUCTION AND PROBATION

- Provide a comprehensive induction
- Ensure ongoing support and training
- Monitor performance through a formal probation process
- Review and confirm appointment in post

RECRUITMENT AND SELECTION

The right people.
The right skills.
Brighter futures
for our pupils.