



St Barnabas Primary School - A Church of England Academy

Safer Recruitment Policy

*Achieving great things through learning and growing together
in a love-filled Christian family.*

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1. Purpose

- 1.1. The purpose of this policy is to ensure that all schools within the Multi Academy Trust follow a robust, rigorous and fair process when recruiting staff, which minimises the risk of appointing people who may pose a risk of harm to children.
- 1.2. This procedure is effective from the 17 February 2014 as approved by the Cidari Education Academies Trust, trading as Cidari Education Multi Academy Trust (hereafter referred to as the MAT).

2. Applicability

- 2.1. This policy applies to all staff who work in Academies, including staff, governors, volunteers and others engaged by the Academy to work with pupils.

3. Roles and responsibilities

- 3.1 The MAT is the legal employer for all staff.
- 3.2 The Local Governing Body is responsible for ensuring that the Academy has adequate staffing levels. The Local Governing Body will normally lead in the recruitment and selection of staff, especially with regards to leadership posts, providing they have received appropriate training. Members of the Local Governing Body may be excluded from being involved in the recruitment and selection of staff if it would constitute a conflict of interest or where the Directors of Cidari has decided to reduce delegated powers. The Local Governing Body is responsible for ensuring that members of staff who are responsible for appointments of new employees have received Safer Recruitment training.
- 3.3 The Headteacher/Principal is responsible for the day-to-day organisation, management and control of the Academy and in most cases will have a significant role in the appointment of staff to work in the Academy. They are responsible for ensuring that staff undertaking recruitment and selection have the appropriate experience, skills and knowledge to do so.
- 3.4. All staff and volunteers have a responsibility to ensure that the Academy environment is safe and secure for children and that appropriate procedures are followed.
- 3.5 The Multi Academy Trust's Human Resources Advisers are responsible for providing advice and guidance to schools regarding recruitment and the appointment of staff. The MAT Human Resources Adviser, or person appointed to represent him/her will have an active role in the recruitment to leadership posts within each Academy.

4. Principles

- 4.1 Employees play the most significant role in the success of our Academies and the delivery of high quality education provision and are therefore are our most important asset. It is the policy of the MAT to ensure there is an adequate supply of suitably qualified and experienced staff to meet each Academy's staffing requirements and to deliver the Academy's improvement plan.
- 4.2 The MAT is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.
- 4.3 The appointment of all employees to the MAT will be made on merit and in accordance with the provisions of employment law, the Education Act 2002, statutory guidance and the MAT's Equal Opportunities Policy.
- 4.4 Applicants will be treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction. Only where a person's job has a genuine occupational requirement may it be possible to take into account such characteristics and this will apply only to a very small number of jobs.
- 4.5 It is the requirement of the MAT that those involved with the recruitment and selection of staff must have received appropriate training or briefing and that at least one member of every interview panel must have received safer recruitment training.
- 4.6 Where an Academy uses supply staff, they must be assured that these individuals have undergone the necessary checks to assess their suitability for the post.
- 4.7 Academies must retain proper records confirming the identify, qualifications, professional registration (where appropriate), eligibility to work in the UK and Disclosure and Barring clearance details of people appointed, including dates of when these checks were carried out.

5. Delegation of Appointments

- 5.1 The recruitment and selection of teaching and support staff within agreed staffing costs will be delegated to the Headteacher or Executive Principal and Principal. (See below authority table)
- 5.2 Where the Headteacher/Principal feels that recruitment of staff outside the set staffing budget is required then they must obtain authorisation from the MAT Board by submitting an Authorisation to Recruit Form, outlining the business case for the role.
- 5.3 For leadership posts, authorisation to recruit must be gained from the MAT Board, by completion of an Authorisation to recruit form, and at least one MAT Director must

be involved throughout the recruitment process.

5.4 The delegation of appointments is summarized in the table below:

Recruitment for:	Within agreed staffing costs	Outside of staffing budget
Support Staff	Authorisation by Headteacher or Executive Principal/Principal	Authorisation must be given by the MAT Directors
Teaching Staff	Authorisation by Headteacher or Executive Principal/Principal	Authorisation must be given by the MAT Directors
Leadership Posts	Authorisation for recruitment must be given by the MAT Directors and at least one MAT Director must be involved throughout the recruitment process and present on the selection panel	Authorisation for recruitment must be given by the MAT Directors and at least one MAT Director must be involved throughout the recruitment process and present on the selection panel

6. Safer Recruitment

6.1 Safer recruitment means thinking about and including issues to do with child protection, safeguarding and promoting the welfare of children at every stage of the recruitment process. It starts with the process of planning the recruitment episode and where the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing and evaluation information from and about candidates.

6.2 The following safer recruitment practices should be undertaken:

- The job description should make reference to the responsibility for safeguarding and promoting the welfare of children such as "the post holder is responsible for ensuring that the school's Safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy"
- The person specification should include specific reference to "suitability to work with children"
- Application forms should be scrutinised, including checking the candidate's previous employment history and experience and ensuring that any discrepancies, gaps or anomalies are satisfactorily explained
- Obtaining independent professional references that ask specific questions to help assess the applicant's suitability to work with children and following up any concerns
- A face to face interview that explores the applicant's suitability to work with children as well as their suitability for the post
- Verifying the successful applicant's identity
- Verifying the successful applicant's academic qualifications
- A Disclosure and Barring Service check

7. Stages of the Recruitment Process



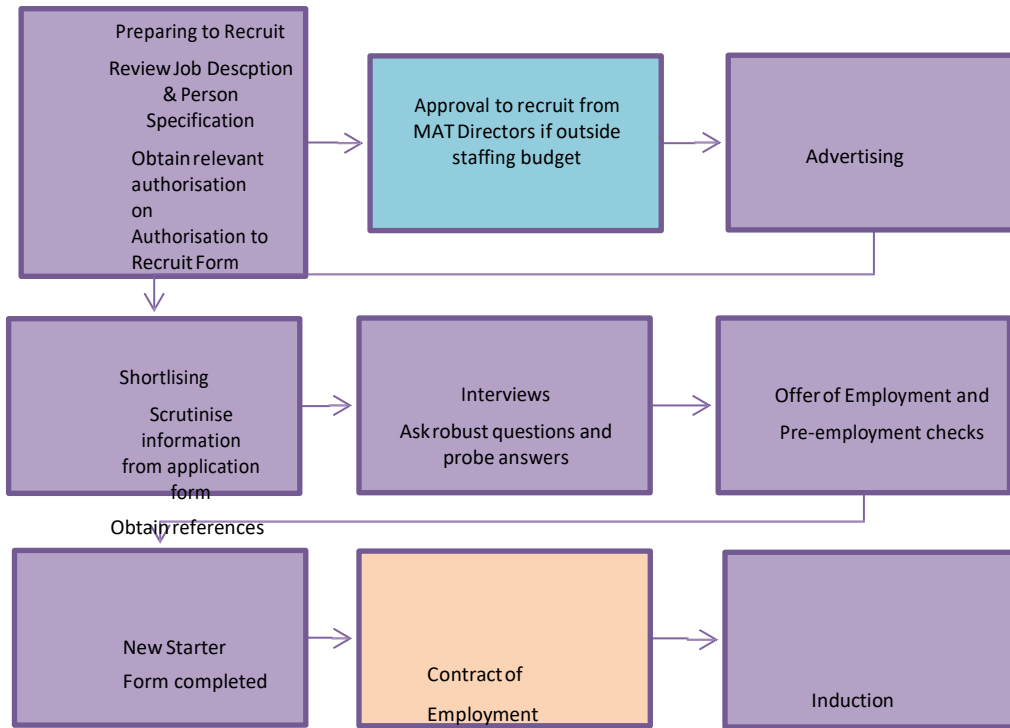
= Schools responsibility



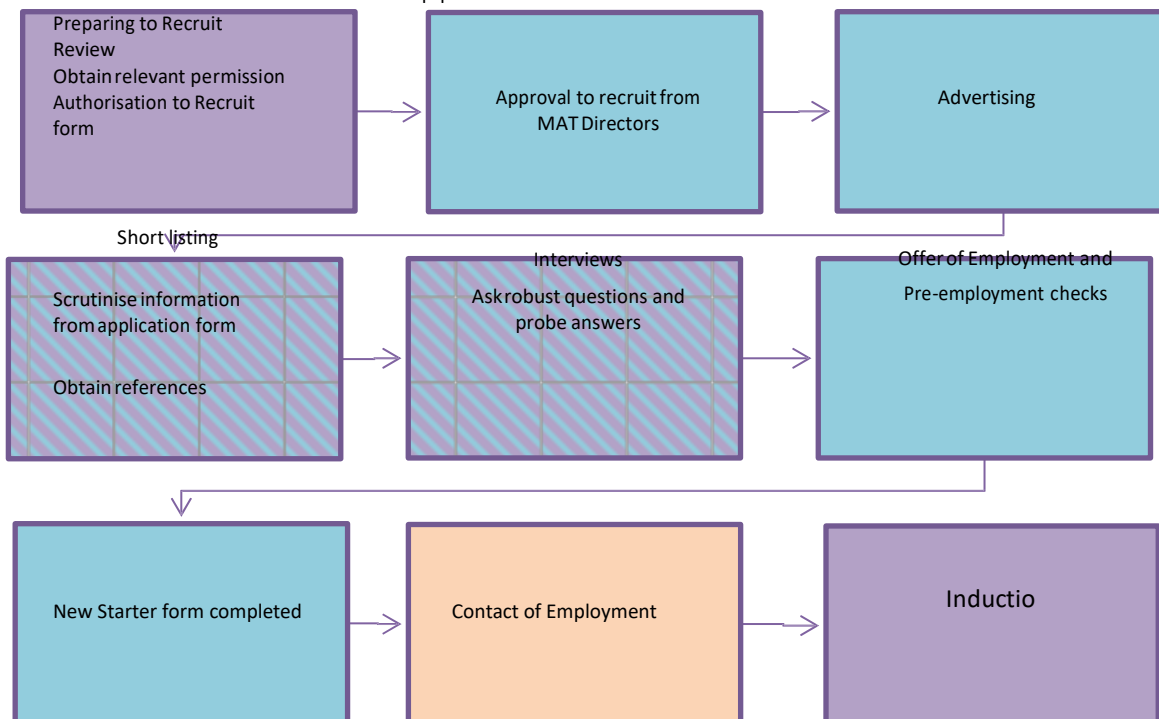
= MAT Directors/Central Mat Staff's responsibility



Process for the recruitment to all roles, except leadership positions



Process for the recruitment to leadership positions:



8. Preparing to Recruit

- 8.1 The first step in the recruitment process is ensuring that the appropriate authorisation to recruit is obtained (see section 5). The MAT's 'Authorisation to Recruit' Form should be completed and the relevant signatures obtained. At the end of the recruitment process a copy of this form should be attached to the 'New Starter' Form that is sent to the MATs payroll provider for processing.
- 8.2 The recruitment process should be planned from the outset. Planning will ensure that sufficient time is allowed at each stage of the recruitment process, it will ensure that applicants are given essential information regarding the post that they are applying for, and will help to ensure that the right people apply for the role.
- 8.3 In preparation the Academy should review the job description and person specification and consider how and where the post should be advertised.

9. Advertising

- 9.1 Every vacant post (including posts which are being acted up to) should be advertised appropriately to bring it to the notice of all persons qualified to fill the post, and should be accessible to all ensure compliance with the MAT's Equal Opportunities Policy. It is expected that all leadership posts will be advertised externally unless there is good reason not to do so.
- 9.2 Where a post is advertised externally a copy of the advert should be sent to the MAT's HR team for the advert to be placed on the MAT's website and included in the MAT's recruitment bulletin.
- 9.3 Where a post is advertised internally, the details should be posted, in writing, on the staff notice board(s) giving at least 5 working days for applications to be made. In addition, the vacancy should be sent to Human Resources to post on the MAT website, where the post will be clearly marked
'internal applicants only.'
- 9.4 All advertised posts should include an explicit statement regarding the MAT's commitment to safeguarding and promoting the welfare of children. A statement should be included in the advert as well as in the application pack. The statement may be as follows:

"The Cidari Multi Academy Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks"
- 9.5 Candidate application packs should include:
 - *Job Description outlining the duties of the post, and adherence to the Financial Management Standards (where applicable), with an indication of where the post fits into the organisational structure of the school;*

- *Person Specification indicating the qualifications, skills and types of experience or expertise which the school regards as essential or desirable in relation to the job. Any job involving financial management responsibilities, should include specify the essential requirement of the role as part of the person specification, and the recruitment process should test these competencies.*

Application Form.

- Information about the MAT, Academy and Other General Information:
- *a description of the Academy relevant to the vacant post*
- *a statement about access to the Academy for applicants who may wish to see it or who may wish to consult the Headteacher/Principal before making an application;*
- *a statement that canvassing any member of staff, or member of the Local Governing Body, directly or indirectly, is prohibited and will be considered a disqualification;*
- *reference to the MAT's policy on Equal Oppurtunities;*
- *reference to the legislation concerning the Protection of Children;*
- *the name of any person who will be available to provide additional information about the post; and*
- *Information about the recruitment and selection process e.g. the closing date for the receipt of applications and interview dates.*
- *Salary level of the post.*

10. Application Forms

- 10.1 Application forms must be completed by all applicants; it is not acceptable practice to rely on CVs. Only Cidari Application Forms are to be used for all posts (see Appendix 6, 7 & 8). Applicants who make speculative contact should be asked to apply for a specific post and to complete the relevant application form.
- 10.2 By completing and submitting an application form, applicants give a signed declaration (even if this is sent by email) that the information provided is factually correct and that they possess the qualifications, skills and experience that they have stated on the form.
- 10.3 Posts involving regular contact with children or young persons are exempt under The Rehabilitation of Offenders Act 1974, by virtue of The Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Applicants for such posts are required to declare any criminal convictions, including spent convictions, that they have or any cautions, reprimands or final warnings that they have been subject to in relation to any offences.

11. Short Listing

- 11.1 A minimum of two people should carry out the short listing process, one of whom should have completed appropriate safer recruitment and selection training.
- 11.2 Short listing will be based only on substantial information. The job description and the person specification will be used to set the criteria and standards for inclusion on the long list and for reducing this to the shortlist of candidates to be invited for interview. For template Shortlisting Assessment Form, please see the MAT website.
- 11.3 The criteria for selection will be consistently applied to all applicants.
- 11.4 All Application should be carefully scrutnised to ensure they are fully and properly completed. Any anomalies or discrepancies or gaps in service employment should be accounted for and checked. Reasons for repeated and regular changes in employment should be explored.
- 11.5 If the field of applicants is felt to be unsuitable the post may be re-advertised.
- 11.6 References should be taken up between shortlisting and interview so that any necessary information can be followed up.
- 11.7 The selection panel will take up two references on each short-listed candidate. For teaching and leadership posts the references will, where appropriate, include the applicant's current Headteacher/Principal or Local Authority. Please refer to section 19 for further details on obtaining references.
- 11.8 Academies within the MAT which are designated as faith based providers of education (formerly VA and VC schools) will take up a third reference which should be provided by a person who has pastoral responsibility for the Church in which the applicant regularly worships. If they do not use their parish priest/minister an explanation should be given either on the application form or in their letter of application.
- 11.9 References should be kept as confidential and should only be seen by the selection panel and the person delegated to obtain the references. References will be sought against the requirements specified in the job description and person specification, and information should be sought about any issues relating to safeguarding/child protection. Where there is concern regarding a reference, advice should be sought from Human Resources who may see the reference.

12. Interviews

- 12.1 The format, style and duration of the interviews are matters for the Headteacher/ Principal (in consultation with the local governing body as appropriate) to decide but the following will be adhered to:
 - Briefing: All candidates will be given relevant information about the Academy to enable the candidate to make further enquiries about the advertised job.

- A face to face interview takes place prior to any appointment. Before the interviews the selection panel will agree on the line of questioning to be followed and will ensure that the same core questions are put to each candidate (which can be followed up with different probing and follow up questions). Interviews should assess the merits of each candidate against the requirements in the person specification and the job description. Interviews must also explore each individual's suitability to work with children by assessing attitudes and behaviours. No questions should be asked which would discriminate directly or indirectly on grounds of sex, marital status, sexual orientation, race, religious belief, disability or age. The interview should cover child protection and the candidate's suitability to work with children (see 12.8 and 12.9).
- 12.2 Before the interviews the Headteacher/Principal (in consultation with any governors involved with the interview), will decide a procedure for evaluating the candidates at the end of the interviews. The notes taken and documentation used in this evaluation process will form part of the formal record of why candidates were or were not selected and will be retained for six months; after that time they will be destroyed.
- 12.3 Before the interviews the Headteacher/Principal (in consultation with any governors involved in the interview) will decide the structure of the interview, determining which area each interviewer will cover and the approximate time allocation.
- 12.4 A robust selection process should not rely solely on the interview. A range of selection activities should be designed in order to help assess who is the most suitable candidate for the job. For teachers and teaching support roles, it is legitimate to involve pupils in the process. Pupils should not take part in assessing candidate suitability but can contribute to the panel's assessment of the ability to interact with children.
- 12.5 Panels of at least three people should be involved in interviews. This allows one member to observe and assess the candidate and make notes while the other is talking and asking questions. Alternatively panels may find it helpful to have someone present who can focus on taking notes. Where possible interview panels should consist of both male and female panel members to help ensure a fair interview process.
- 12.6 Panel members should meet beforehand to agree a relevant set of questions that will enable the candidate's suitability to be assessed against the selection criteria. They will also need to identify any issues they want to explore further from the candidate's application form and employment references.
- 12.7 Academies should ensure that sufficient staff and governors are trained in advance of recruitment activities to form interview panels when necessary.
- 12.8 Invitations to interview should;
- Detail all the arrangements such as date, time, panel members, length of the selection process and selection activities
 - Remind candidates that the interview is assessing their suitability to work with children
 - Remind them to bring all relevant documents, such as DBS disclosures where available, proof of qualifications, proof of identity. See Appendix 1 for template invite to interview letter.

- Only originals of the required documentation can be accepted; copies should not be accepted. The school should take a copy of original documents to be kept on the school file, before returning the originals to the candidate.

12.9. To assess the suitability of the candidate to work in the school the interview should examine:

- The candidate's attitude towards children. This may be assessed through their personal statement and through interview questions that probe their values, belief and ethics.
- The candidate's motivation to work with children. Questions on their vision for education and the learning and development of children and young people, and what their role is in contributing towards achieving this vision can help you assess their motivation.
- Their ability to form relationships and respect professional boundaries. This should be assessed through focused questions and complementary activities, such as group exercises.
- Their emotional resilience in working with challenging behaviours, their attitudes in managing discipline and towards authority. Questions asking them to draw on previously difficult situations and how they managed these will help assess this.
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children.
 - Clarify their understanding of the Academy's approach towards child protection policies and procedures.
 - Gaps in the Candidate's employment history and explanation of repeated changes in career. These must be discussed and clarified, as should concerns or discrepancies arising from the information provided by the candidate and/or referees.
 - Candidates should be asked to confirm whether they have any criminal convictions, reprimands and/or warnings.
 - If for any reasons references have not been provided before the interview the candidate should be given the opportunity to declare/discuss anything that may come to light on the collection of references.

12.10 The following are example questions designed to examine an interviewee's attitudes toward safeguarding children:

- What do you feel are the main drivers that led you to want to work with children?
- How do you motivate young people?
- What has working with children, to date, taught you about yourself?
- Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation?

- Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?
- What are your attitudes to child protection? How have these developed over time?
- What are your feelings about children who make allegations against teachers or staff?
- How do you feel when someone holds an opinion which differs from your own? Give me an example. How did you behave in this situation?
- Have you ever had concerns about a colleague? How did you deal with this?
- Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?
- What is the safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things?
- Give me an example of when you have had safeguarding concerns about a child. How did it arise?
- Who did you speak to? What actions did you take?
- Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? What were the circumstances? How did you go about it? What was the outcome?

12.11 Some questions will need following up. By asking a follow up/probing question you start to gain a better understanding of the initial answer and investigate the validity of the answers.

13. Offer of Appointment by the Selection Panel

13.1 It is essential that every offer of employment is made subject to satisfactory completion of all the relevant pre-employment checks, unless the full range of checks have been undertaken by the time an offer is made. Candidates should be made aware of this when offered a position.

13.2 Any offer of employment will be binding, subject to:

- receipt of at least two satisfactory references (three references for faith based academies), where possible one reference should relate to the candidates most recent employment;
- verification of identity (photographic evidence that includes date of birth such as a passport or photographic driving licence is the most suitable form of identification)
- Right to work in the UK (the UK Borders Agency website provides a comprehensive guidance with lists and images of documents that can be accepted evidence of an applicant's right to work in the UK)
- Enhanced DBS check (this includes a barred list check) where the employee will carry out regulated activity
- Medical clearance.
- For teaching posts – successful completion of the statutory induction year if an Newly Qualified Teacher, or verification of completion of statutory induction where required for experienced teachers
- Viewing the originals of academic and professional qualifications and taking copies for the personnel file.
- If an employee will be required to drive on Academy business then Academies should ask for

evidence that the employee holds the appropriate and valid driving licence to do so and is insured to undertake business journeys

- Evidence of professional membership/registration where applicable

13.3 All offers of employment will be confirmed in writing by the school or by a MAT Director or the MAT Human Resources Adviser if a leadership post.

14. Pre-employment checks

14.1 The Academy must undertake specific pre-employment checks on every person that they intend to engage/employ to work in their school. The exact nature of these checks will depend upon the capacity in which the person will be working.

14.2 It is strongly recommended that all efforts are made to obtain all pre-employment checks prior to the commencement of employment, particularly in relation to references and DBS checks. Where this is not possible, appointments should be delayed until satisfactory checks are received or arrangements made for supervision of the employee until such time that they are received.

14.3 Original documents must be seen to verify; identity, the right to work in the UK, qualifications and for the purposes of DBS checks.

14.4 The Academy should set up a personal file for the new employee and evidence of pre-employment checks should be stored on the file.

15. Qualified Teacher Status

15.1 Anybody appointed or engaged to teach in a maintained school or non-maintained special school in England must be a qualified teacher, as defined by The Education (School Teachers' Qualifications) (England) regulations 2009 (as amended), or satisfy the requirements of persons not qualified under schedule 2 of The Education (Specified Work and Registration) (England) Regulations 2009.

15.2 Teachers who are qualified in Australia, Canada, New Zealand and the USA now have automatic QTS. However, they still need to apply to the Teaching Agency before they can be recognised as qualified teachers. They also still need to satisfy any Border Agency requirements.

15.3 Teachers in Further Education who have Qualified Teacher Learning and Skills (QTLS) and who are members of the Institute for Learning (IfL) are now recognised as qualified teachers in schools.

15.4 Candidates for head teacher or deputy head teacher posts must hold QTS.

15.5 Teachers should produce a certificate confirming QTS.

16. Health

- 16.1 Anybody appointed to a post that involves regular contact with children should have the appropriate health and physical capacity to undertake the duties of that post.
- 16.2 The Equality Act 2010 prohibits all those involved in the recruitment process (except in specific very limited circumstances) from:
- Asking applicants questions relating to their health, attendance record and/or disability
 - Asking referees to comment on an applicant's health, attendance or disability
 - Asking an applicant to complete a pre-employment medical questionnaire prior to having made the applicant a conditional offer of employment.
- 16.3 Once a candidate has been made a conditional offer of employment the Academy must ensure that candidates complete a medical screening form which will be sent to the MAT's Occupational Health Provider for assessment.
- 16.4 Where the applicant has a disability the Headteacher/Principal must consider whether there are any reasonable adjustments that can be made to enable the applicant to perform the role, and should put these in place.
- 16.5 No employee may start work until medical clearance has been received.

17. Disclosure and Barring Service (DBS) checks

- 17.1 The DBS Disclosure process checks a person's criminal record, including convictions, cautions, reprimands and warnings held on the Police National Computer. (The DBS was previously known as CRB).
- 17.2 From 17 June 2013, The DBS introduced an Update Service to carry out status checks on an individual's DBS Certificate, this service allows employers to check an individual's DBS certificate without applying for a check and therefore free of charge. Applicants can annually subscribe to the update service for a small fee, which allows applicants to have their DBS Certificate kept up-to-date and take it with them from role to role, providing it is within the same workforce group.
- 17.3 When a successful applicant is appointed they should be asked whether they are a member of the Update Service. If they are, and their original check is enhanced with the correct workforce group i.e. child workforce, their original DBS Certificate should be provided and checked, and then with the applicants permission, their current DBS Certificate can be checked instantly online at www.gov.uk/dbs to see if any new information has come to light since its issue.
- 17.4 The Multi Academy Trust will need to be entered as the organisation, the person who is carrying out the check will need to enter their forename and surname and then the following details of the DBS Certificate that is being checked:
- DBS Certificate number
 - current surname of the DBS Certificate holder - as specified on their DBS Certificate
 - date of birth of the DBS Certificate holder - as recorded on the DBS Certificate
- 17.5 Enhanced update checks or DBS disclosures should be sought for staff who are employed by

the school and volunteers who undertake 'regulated activity'. Regulated Activity' may depend in many cases on whether it is supervised or not. 'Regular' means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period. Regulated Activity for work with children and young people is:

- Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice / guidance on well-being, or driving a vehicle only for children
- Work for a limited range of establishments ('specified places'), with opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers).
- Relevant personal care, for example washing or dressing; or health care by or supervised by a professional, even if done once.

- 17.6 Update checks or online DBS applications should be completed by all successful applicants who require a DBS check.
- 17.7 Academies should recheck existing staffs DBS disclosures or check their status on the update service every five years.
- 17.8 Newly appointed staff that have lived outside the United Kingdom must undergo the same checks as all other staff in schools. This includes a DBS Disclosure or update service check. Applicants who have lived outside the UK in the past five years will need to provide Criminal Convictions Clearance from the country or countries they were residing in, because the DBS cannot generally trace individuals abroad. If the school recruits an individual from overseas, or an individual who has lived abroad in recent years prior to appointment, and needs to check their overseas criminal record, a DBS check may not provide a complete picture of the criminal record. The applicant must contact the relevant Embassy to obtain a disclosure which should not be dated more than 6 months ago at time of receipt.
- 17.9 A Basic level DBS check should be obtained for all members of the Local Governing Body. A basic DBS check for Local Governing Body members can be obtained in the same way as a new member of staff's, i.e. via completion of a DBS application form or checking the update service, however it needs to be ensured that the level checked is basic (not enhanced).
- 17.10 A similar recruitment process should be used for volunteers, as for employees, including pre employment checks. Volunteers in an Academy (including governors) should not automatically be subject to DBS checks. A DBS check or Update Service check can only be requested if the volunteer will have regular unsupervised access to children (see below for a definition). For the majority of school governors this will not apply and therefore a DBS check is not required.

When determining whether to apply for a DBS check or check the update service for a volunteer, Headteachers/Principals should decide whether the individual will regularly be undertaking regulated activity on an unsupervised basis:

- 'Supervision' must be regular i.e. on-going and day-to-day; and which is reasonable in all circumstances for the purpose of protecting the children concerned; and carried out by an

individual who is engaging in regulated activity relating to children and has a DBS disclosure with barred list check.

- The definition of 'regulated activity' is "teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children".
- The definition of 'regular' activity is where a regulated activity is undertaken by the same individual as follows either once a week or more; on four or more days in a 30 day period; at least once, overnight and with the opportunity for face-to-face contact with children.

17.12 Where appropriate, volunteers should be subject to an enhanced DBS check or Update Service check and should not start work prior to receipt of a satisfactory check.

17.13 A DBS check or Update Service check is required for all supply teachers who are engaged directly by the school and those working via an agency.

17.14 Academies who engage supply teachers directly are responsible for undertaking all of the required pre-employment checks including the DBS check/update service check. Where a supply teacher does no supply work for three months or more a new DBS check should be completed.

17.15 Before taking on a member of supply staff provided by a supply agency, the Academy must obtain written confirmation from the agency that all necessary pre-employment checks have been carried out and are satisfactory. In relation to DBS Disclosures the written notification from the agency must confirm that a relevant DBS check has been requested, whether or not the disclosure has been received and if received whether the disclosure was clear or not. In the instance where a disclosure is not clear, details should be obtained from the agency and the individual as to the reasons for any convictions, reprimands or warnings. The candidate should be requested to provide their DBS certificate and explain any relevant details, where a candidate refuses to do this they should not be used. If you want to engage the individual on a permanent basis a repeat check must be carried out by the MAT. The individual must not undertake any work until the DBS disclosure has been received.

17.16 Headteachers/Principals should check with any agency used that there are secure arrangements for DBS checks in place before accepting the member of agency staff.

17.17 Academies must ensure that contractors, agencies providing temporary staff and all those providing services to the school have clear vetting procedures. Such procedures should include overseas checks for each country that a worker has lived in. Where possible these procedures should be specifically written into a service level agreement or contract by the school or Multi Academy Trust.

17.18 Electronic completion of DBS checks and the DBS update service means it is very unlikely that a school will need an employee to start work before it has received the outcome of the check. In rare cases where a DBS check is required and an application has been submitted but is delayed or outstanding, the individual may be allowed to work in school, subject to the headteacher/principal's discretion and the following requirements:

- The Headteacher/Principal has conducted a risk assessment and does not have any concerns

regarding a person's background

- The risk assessment includes reviewing the individual's employment history and reasons for any broken work history or career changes and checking all references have been received, are satisfactory and have been checked against the work history records. Advice on carrying out a risk assessment can be sought from HR.
- All other pre-employment checks have been completed.
- The individual is supervised until full DBS clearance has been received.

17.19 If the Headteacher/Principal has any doubts regarding a person's background, such as broken service, then the risk must be addressed. For example, arrangements may be made for the member of staff to undertake alternative work or to refrain from starting work. It is recommended that Headteachers contact the MAT Human Resources Adviser for clarification and advice.

17.20 Supervision requires the Headteacher/Principal to ensure that individuals are not allocated duties that put them in an unsupervised situation with pupils, that they are accompanied when working by a member of staff with DBS clearance, that their whereabouts are known to a senior member of staff when they are not working (e.g. during break times), and that the individual fully understands their personal responsibility not to put themselves in a situation where they are alone with pupils and what to do if this situation arises

17.21 A written record should be made and retained when a Headteacher decides it is appropriate to allow an individual to work where a DBS check has been requested but remains outstanding (following a risk assessment by the Headteacher/Principal).

17.22 A positive disclosure from the Disclosure and Barring Service will indicate that the employee's Disclosure and Barring Check is not clear. The DBS will provide the candidate with details of the convictions, reprimands and warnings, however the MAT will not. The candidate should therefore be asked to share details of the reasons as to why their disclosure is not clear and should be asked to provide their Disclosure Certificate. If the employee is not prepared to explain details of their convictions, reprimands and/or warnings and are not prepared to provide a copy of their disclosure then the likely outcome is that the MAT will not employ the candidate.

17.23 Before a decision is reached on whether to offer or confirm employment to an individual, the individual should be offered the opportunity to discuss the contents of the disclosure with the Headteacher/Principal. A balanced decision to appoint should be based on:

- whether they are barred from appointment
- whether the conviction is relevant to the position
- the circumstances surrounding the offence, and any explanations provided by the applicant

- the seriousness of the offence
- the length of time since the offence occurred
- whether there is a pattern to the offending behaviour, or whether it was a one-off
- whether the applicant's circumstances have changed

17.24 Further discussion should take place regarding:

- whether the applicant disclosed the conviction(s)/cautions, warnings or reprimands at application or at interview stage
- what level of supervision the will post-holder receive
- whether the post involves responsibility for finance or items of value
- whether the nature of the role allows the applicant to potentially re-offend

17.25 The Headteacher/Principal will make the overall decision about whether or not to employ the person. All positive disclosures must be discussed with HR. Disclosures which raise child protection issues must be discussed with the MAT's designated Director for Child Protection. Where a decision to appoint is taken the information will be recorded and be stored on the person's file.

17.26 If an applicant has made a false declaration on the application form, or anywhere else, about convictions and cautions (or lack of them), this may render the offer of a contract of employment void.

17.27 It is an offence for a person who is on the barred list to apply for a role working with children.

17.28 It is an offence for an employer (the school or the Multi Academy trust) to employ a person who is on the barred list.

18. Single Central Record of Recruitment Vetting Checks

18.1 As part of an Ofsted inspection, inspectors will want to view the school's single central record of recruitment checks. It is therefore important that such a record is kept and maintained. A school is expected to have a record of:

- All staff employed to work at the school,

- Staff employed as supply whether employed directly or through an agency.
- Other staff who work in regular contact with children such as volunteers or specialist instructors.

18.2. The record must indicate whether or not the following checks have been completed:

- Identity
- Qualifications legally required
- Right to work in the United Kingdom
- Enhanced DBS
- Overseas checks where appropriate.

18.3 The record should also indicate the date on which each check was completed or the relevant certificate obtained and who carried out the check.

18.4 The date of the DBS check should be recorded on the central record of pre-employment checks.

The Headteacher/Principal should place a copy of the email that confirms whether or not the disclosure is clear on the employee's file. If the disclosure was not clear and a risk assessment was completed, a copy of the risk assessment should also be kept on the employee's file. These documents should be retained permanently on file.

19. References

19.1. References should be taken up on all short listed candidates, including internal ones, before interviewing so that any concerns can be explored further with referees and investigated further at interview. At least two references should be taken up for external candidates, and at least one for internal candidates.

19.2 It is strongly advisable not to rely on testimonials or open references. On receipt of references the author should be telephoned to ensure authenticity of the reference and this should be logged.

19.3. Reference requests should contain details of the post on offer and should be structured to ask a referee to comment on specific areas relating to the post. Academies should always ask a referee to comment on the prospective employee's suitability to undertake the post on offer, to work with children and should specifically request any information on criminal convictions or disciplinary offences.

- 19.4 The purpose of collecting references is to obtain objective and factual information to support the appointment decision. The use of a pro forma, tailored to the specific needs of the Academy, will help achieve this. Job descriptions and person specifications should always be provided so that the referees can comment on the individual's suitability for the specific post in question.
- 19.5 Every reference request must ask the following (Please see appendices 2, 3, 4 & 5 for reference request templates (appendix 5 template is for staff working at Cidari central offices):
- Referee's relationship to the candidate – how they know them, how long they have known them and in what capacity.
 - Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, based on the information provided in the job description and person specification.
 - Confirmation of person's current job title and salary
 - Specific verifiable comments about applicant's performance and conduct
 - Details of any disciplinary procedures in which the sanction (e.g. a written warning) is current
 - Details of any disciplinary procedures the applicant has been subject to involving issues related to safety and welfare of children or young people, including any in which the sanction has expired
 - Details of any formal capability procedures within the past two years
 - If any concerns or allegations about the candidate's suitability to work with children have arisen, what these were and how they were dealt with
- 19.6 On receipt of these references any anomalies or areas that are vague should be thoroughly investigated. Where necessary, clarification should be sought by telephone and referees asked to confirm in writing any key extra information provided. A written record of any telephone conversation must be kept with the personnel notes.
- 19.7 Any information about past disciplinary action, allegations or concerns (including those with child protection connotations) should be considered in the circumstances of the individual case. Where there are concerns or a history of repeated concerns or allegations, it is strongly advised that you contact HR for more advice.
20. Recording, Retaining and Sharing Information
- 20.1 All paperwork relating to unsuccessful applicants should be retained for an initial 6-month period and then confidentially destroyed in accordance with data protection regulations.
- 20.2 Confidentiality will be maintained in relation to the information obtained during the process and about the selection process itself.

21. Induction

Recruitment Policy

The importance of a structured induction process for all new appointments is recognised to ensure that new recruits are effectively initiated into their jobs and integrated into the Academy, refer to the MAT's Staff Induction Policy for further details.