



Southfield


PRIMARY ACADEMY

Brackley, Northamptonshire
NN13 6AU

Recruitment & Selection Policy

(Effective July 2017)

Governor/Committee Link	Resources
Completed by	Resources
Date	14 March 2018

Ratified by the Full Governing Body	
Date	14 March 2018
Name	Lee Marland
Signature	
Position	Chair of Governors

Policy Review Date	March 2020
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RECRUITMENT AND SELECTION HANDBOOK

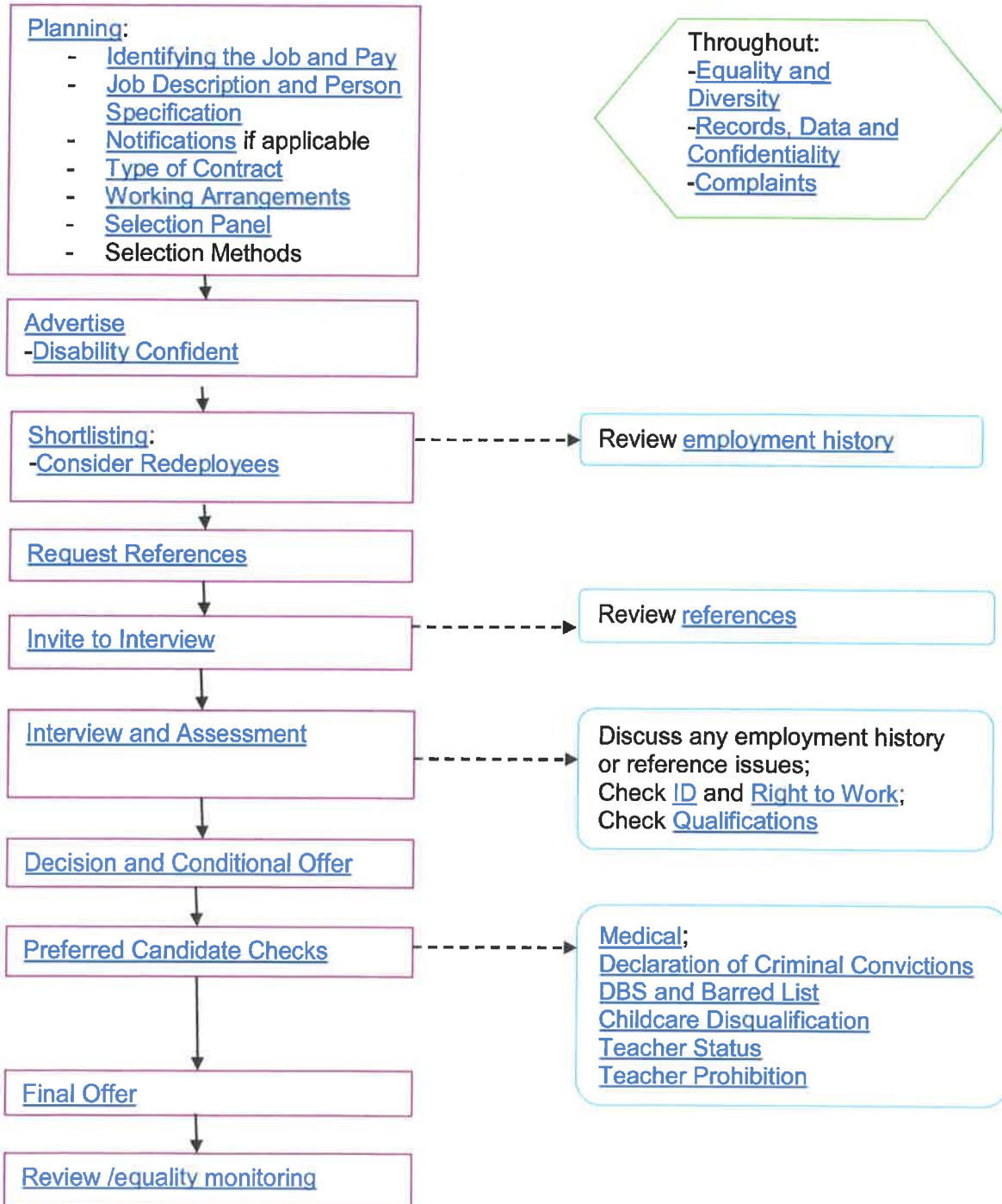
Effective from July 2017

Procedure Flowchart

Click on a link for more detail

Procedure

Checks and Considerations



1. Introduction

This Handbook helps the school to:

- recruit people with the necessary skills, experience, qualifications and attributes to enable the school to deliver its objectives
- adopt fair and consistent recruitment practices
- ensure compliance with the law and good practice in recruitment
- recruit a diverse workforce
- ensure that the process is cost effective, and
- adapt selection processes to the needs of the job, the nature of the vacancy and the job market.

2. Scope

This handbook applies to the recruitment by the school of any employees or casual workers.

3. Responsibilities

The **Governing Body** has responsibility for the oversight of the recruitment practices of the school.

The **Recruiting Manager** has responsibility for the recruitment process and is referred to throughout this Handbook. The Recruiting Manager will normally be the Headteacher, although this may be delegated. For leadership roles a member of the Governing Body will normally undertake the role of the Recruiting Manager.

The Recruiting Manager will normally be on the **Selection Panel**. The Selection Panel is responsible for selecting the best candidate for the vacant role. For more detail on the appointment of the Selection Panel see **section 5.7**.

4. Considerations throughout the Procedure

4.1 Equality and Diversity

The Equality Act 2010 contains a range of rights and obligations to ensure equality in employment. The Act protects the characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, sex and sexual orientation. For more information and guidance refer to the school's Equality in Employment Policy.

The Recruiting Manager and Selection Panel should understand how discrimination can occur both directly and indirectly in the recruitment process, in order to prevent it happening. The school will comply with the Equality Act, whilst always recruiting the best candidate for the job.

The Recruiting Manager should pay particular attention to equality issues when deciding upon selection interview questions and other selection exercises. This should enable applicants to demonstrate their ability regardless of any Protected Characteristics. Adopting this practice should enable the school to recruit a diverse workforce that reflects the community that it services.

4.2 Records, Data Protection and Confidentiality

All documents relating to the recruitment process must be retained for 6 months (with the exception of any ID/ right to work documents relating to candidates who were unsuccessful - which should be destroyed immediately).

The school must comply with the Data Protection Act 1998. Therefore appropriate security measures should be taken to prevent unauthorised or unlawful processing, disclosure, destruction, loss or alteration of information.

4.3 Complaints

If an external candidate has a complaint about the recruitment process they should be directed to the school's complaints procedure.

If an internal candidate has a complaint should be directed to the school's grievance procedure.

5. Procedure

5.1 Initial considerations

When a vacancy arises the Recruiting Manager should consider whether the post is still required, and whether it needs any alterations.

They should then map out a realistic timetable for recruitment, taking into account the requirements set out in this Handbook, and considering the time it may take for all pre-employment checks to be completed.

5.2 Identifying the Job and its Pay Grade/Range

For teaching vacancies, the school's Teacher's Pay Policy should be followed, and the appropriate post and pay range should be identified before advertising.

For support staff posts, the Recruiting Manager will ensure that the job has been evaluated in accordance with the Job Evaluation scheme approved by the Employer.

Community and Voluntary Controlled Schools must follow the Local Authority's grading scheme and pay structure for all support staff workers to ensure equality across the organisation. Failure to do so may lead to equal pay claims for which the school would be held liable.

Voluntary Aided and Foundation Schools and Academies should comply with their adopted Pay and Benefits arrangements. If these schools have chosen to adopt or retain the Local Authority's pay and benefits arrangements they should follow these consistently.

5.3 Job description and person specification

The Recruiting Manager should ensure that the content of the job and the attributes the job holder needs to undertake it are clear. The job description and person specification are an essential part of the preparation for recruitment.

Where appointment is to a job from the NCC job library these main accountabilities and knowledge skills and experience details must be taken from the job analysis questionnaire or the job family profile for the role.

The **job description** should clearly state:

- the main duties and responsibilities of the post;

- the individual's responsibility for promoting and safeguarding the welfare of children and young persons that they are responsible for or come into contact with.

The **person specification** should specify:

- the qualifications, skills, experience and any other requirements needed to perform the role.
- the requirement for a DBS Disclosure where appropriate.
- the requirement to speak fluent English where the role is public facing.

For template Job Description see Appendix A

For template Person Specification see Appendix B

5.4 Notifications required and advice for teaching posts

Teacher Vacancies

Maintained Schools

Community and Voluntary Controlled Schools

The LA may provide a representative to attend the selection process. The governing body must consider any advice offered by that representative.

Voluntary Aided and Foundation Schools

Where the Governing Body has agreed advisory rights with the LA, the governing body must consider any advice offered.

Schools designated with a religious character

Schools have an agreement with their diocese that a representative attends and offers advice that the school should consider in selection proceedings.

Headteacher and Deputy Headteacher Vacancies

All Maintained Schools

In addition to the above requirements that apply to all teacher vacancies, where there is a vacancy for the Headteacher, or a vacancy for a Deputy Headteacher which the Governing Body has identified as one to be filled, the governing body must notify the Local Authority, in writing, of the vacancy.

The Recruiting Manager may find it helpful to discuss the appointment with the local authority, and/or their HR provider, and consider utilising the services of the school improvement partner or an equivalent professional adviser.

The National College for Teaching and Leadership (NCTL) provides practical guidance to help governors with Headteacher recruitment in the [Guide to selecting and recruiting a new headteacher](#).

5.5 Decide the type of contract

Before the recruitment process begins it is important to be clear about what type of contract is needed.

Permanent (open-ended)	The most common type of contract. The assumption is made that the contract will continue indefinitely, although provision is made for termination by notice
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employee	by either party. Termination can take place for redundancy, disciplinary, capability, statutory restriction or some other substantial reason but proper policies and procedures for doing this must be followed.
Fixed-term employee	Should be used when employment will end on a specified date, when a specified task has been completed, or a specified event does or does not happen. Examples include employees covering for maternity leave and peaks in demand, and employees on task contracts such as, for example, setting up a database. Fixed-term contracts should not be used in order to trial a potential employee. Refer to the Fixed Term Contracts Policy for more details.
Zero Hours employee	Should only be used when there is an ongoing need for the work to be carried out, but the hours cannot be guaranteed. HR advice should be sought before use. Zero Hours employees have the same rights as other employees.
Casual Worker	Casual Workers are regarded as “workers” and are not employees. They should be engaged based on the requirement being truly casual - i.e. short-term and/or intermittent work, with no mutual obligations to offer work or for the individual to accept work. Refer to the Policy on Engagement of Casual Workers for more details.

5.6 Working Arrangements

The Recruiting Manager will need to decide the working arrangements that will apply, so these can be specified in the advert.

The most common variable is whether an employee is working full-time or part-time.

A full-time teacher works 195 days a year (over 39 weeks), with a maximum of 1265 hours directed time.

A full-time support staff employee works 52 weeks a year (with an annual leave entitlement), 37 hours a week.

Part-time working arrangements for support staff in schools will normally include working fewer than 37 hours per week, and/or working fewer weeks per year such as:

- 38 weeks a year (term-time, annual leave is paid in addition)
- 39 weeks a year (term-time plus one week is paid in addition)
- 40 weeks a year (term-time plus two weeks is paid in addition)

The law protects part-time workers from less favourable treatment than comparable full-time workers, unless this can be objectively justified. See the school's Equality in Employment Policy for more information.

5.7 Identifying the selection panel

Establishing in advance who will be involved in the short-listing and selection decision is important to ensure the availability of panel members. For most vacancies, responsibility for identifying the panel will sit with the Headteacher. Depending on the role, the selection panel may:

- include governors, and/or
- include other members of the school leadership team.

Important characteristics for the selection panel are detailed below.

Legal Requirements	Best Practice
At least one member of the selection panel has successfully completed Safer Recruitment training.	At least one member of the selection panel is appropriately trained in recruitment and selection techniques.
For the appointment of Headteacher and Deputy Headteachers in Maintained Schools : - the panel consists of at least three members of the Governing Body, other than the Headteacher or (as the case may be) Deputy Headteacher.	The panel is made up of at least two people who remain the same throughout all stages. At least one member of the panel has detailed knowledge of all aspects of the job (e.g. line manager).

5.8 Decide the Selection Methods

The Recruiting Manager is responsible for planning the selection methods to be used.

These will include shortlisting, interview, and may also include work-based exercises, presentations or psychometric tests.

The Recruiting Manager should ensure:

- the selection activities will enable the panel to select the best candidate for the job;
- the activities address the job description and person specification;
- a range of appropriate interview questions have been prepared; and
- due regard is given to equality implications;

Each selection method has its advantages and disadvantages. In a good selection process a number of selection methods are used so that specific aspects of the person specification can be assessed in the most appropriate way.

Some criteria can only be tested out in a practical way, for example presentation skills require the candidate to develop and deliver a presentation, and organisational skills might be tested on an in-tray/ work sample exercise.

Whichever selection processes are used, it is important that those participating in the assessment of candidates know which parts of the person specification they are assessing, and that they record any scorings and comments on why that scoring was given.

Scoring systems are intended to give an indication of how the evidence collected about a candidate measures up to the specification. Care needs to be taken with the use of scoring systems. Recruiters must be prepared to back any rating used by referring to the evidence which justifies the scoring given.

Below are some of the more commonly used selection techniques, to complement a selection interview:

Written exercise

If you want candidates to submit a written piece of work, you may either want them to bring a piece of their own work, or require them to produce a document. You should be clear about what is required and when they need to submit any written work.

In tray / work sample tests

These can indicate a candidate's approach to different tasks. Work sample tests are designed by the Recruiting Manager and require no specific qualifications other than a sound knowledge of the area to be tested.

Psychometric tests

These can be used to measure intelligence, aptitude and dimensions of personality. The key point about any test is that it will provide only a very specific piece of information about a candidate.

When considering using tests:

- know what element of the person specification a test will provide information on;
- use a fair, reliable, well validated test;
- avoid unsophisticated tests for which there is no reliable data. These have featured in numerous cases brought against employers for unfair discrimination;
- follow the guidelines for the test rigorously;
- use qualified people to implement and interpret the tests.

The LGSS Learning & Development may be able to provide a range of psychometric testing. For more information contact LGSSLearning@northamptonshire.gov.uk

Role-plays and simulations

The Recruiting Manager needs to be clear what element of the specification this evidence will be used to assess. There must be a demonstrable link between behaviours in the exercise and behaviours in the job.

Role-plays and simulations may also require observers trained to record data and present that data for consideration by the selectors.

Assessment Centres

These are a combination of selection methods which will usually include interviews, tests, written exercises, role-plays and simulations. The advantage is that they produce a wide range of data which might be difficult to assess from one method alone.

The disadvantages lie in the cost and resources needed to organise, collect and analyse the data obtained.

5.9 Advertising

The purpose of advertising is to:

- attract a pool of suitable applicants
- present the school as a good potential employer
- make clear the requirements of the post; and
- meet legal requirements and good recruitment practice.

Where to place adverts

The normal practice is that all posts are advertised externally and internally. However, adverts may be placed internally only first, if appropriate. The Recruiting Manager may discuss their options with their HR advisor and should give consideration to:

- business needs
- the likelihood of making a successful appointment
- internal staff development needs and opportunities
- the workforce profile in terms of diversity, and whether it is appropriate to offer targeted development opportunities to employees from groups that are under-represented at senior levels; and
- data on previous job applicant history for this job type.

The Recruiting Manager will decide where to place any external advert, taking into account cost, the target audience and whether the role is in a niche or difficult to recruit to area. The Recruiting Manager may choose to advertise in multiple locations. This may include any media offered by the Employer and/or the HR provider, and external media.

Content of adverts

Adverts should detail the following:

- job title;
- pay including allowances (stating pro rata if applicable);
- hours of work;
- location;
- outline of essential requirements of job and skills, qualifications, experience;
- a statement about the school's commitment to safeguarding and the requirement for a DBS check;
- closing date for receipt of applications; and
- contact details and process for applying.

Schools may also wish to advise potential applicants of interview dates, and of whether they can expect to hear back from the school if they are not short-listed.

It is important that schools have a diverse workforce that reflects the local population with the optimum mix of skills and experience. The Recruiting Manager should consider taking positive action to use the advert to encourage applications from under-represented groups.

Alongside the advert (or as part of a "pack" that is sent out), as a minimum potential applicants should have access to:

- application form (see **Appendix C and D** for model forms);
- job description;
- person specification;
- equality monitoring form (**Appendix E**); and
- details of how to access a copy of the school's Recruitment of Ex-offenders Policy.

The school may choose whether or not to accept CVs as an alternative to a completed application form. If the school chooses to accept CVs, the same shortlisting process should still be applied against the essential and desirable criteria for the role.

5.10 Disability Confident (previously 'two ticks')

If the employer is officially accredited as a Disability Confident Employer, schools may be able to use the badge below, which shows that the school takes a positive and supportive approach to employing and retaining disabled people and those with long term health conditions.



To use the badge, the school must commit to the following core actions and should first read all the information of the [disability confident website](#).

Theme 1- Getting the right people for our business

1. Actively looking to attract and recruit disabled people

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2. Providing a fully inclusive and accessible recruitment process
3. Offering an interview to disable people who meet the minimum criteria for the job
4. Flexibility when assessing people so disable job applicants have the best opportunity to demonstrate that they can do the job
5. Proactively offering and making reasonable adjustments as required
6. Encouraging our suppliers and partner firms to be Disability Confident
7. Ensuring employees have appropriate disability equality awareness

Theme 2 - Keeping and developing our people

1. Promoting a culture of being Disability Confident
2. Supporting employees to manage their disabilities or health conditions
3. Ensuring there are no barriers to the development and progression of disabled staff
4. Ensuring managers are aware of how they can support staff who are sick or absent from work
5. Valuing and listening to feedback from disabled staff
6. Reviewing this Disability Confident employer self-assessment regularly

Community and Voluntary Controlled Schools

The Local Authority, as the employer, is accredited as a **Disability Confident Employer**, therefore schools may use the above badge, provided they commit to the above core actions.

Foundation and Voluntary Aided Schools, and Academies

The employer must become accredited before the school can use the Disability Confident badge. For more information visit <https://www.gov.uk/guidance/disability-confident-how-to-sign-up-to-the-employer-scheme>

5.11 Redeployees

Any employees that have been selected for redundancy/ are under notice of redundancy should be prioritised. However, redeployees still have to demonstrate, through an appropriate selection process, that they meet all of the essential requirements of the job (or could do so with reasonable training).

Community and Voluntary Controlled Schools

Where the LA is the employer, schools are encouraged to also consider for redeployment employees at risk of redundancy in other jobs within the LA and other schools. This is strongly recommended as it ensures that skilled and experienced staff are retained by the employer. Details of those staff currently at risk will be held on a central register. The Recruiting Manager can contact LGSS HR Advisory for more information and access to staff currently at risk.

5.12 Shortlisting

Recruitment Equality Monitoring Forms must be separated and set aside from the application forms before shortlisting begins.

Shortlisting should be undertaken by a minimum of two members of the selection panel. The Recruiting Manager has a responsibility to make sure that:

- candidates are short-listed only against agreed criteria from the person specification (weighted as appropriate) using information contained in the application;
- a record of the short-listing process is made;
- the final selection can be justified; and
- applicants are advised promptly that they have been short-listed by inviting to interview.

Maintained schools recruiting a Headteacher

The selection panel must notify the Local Authority, in writing, of the names of applicants selected for interview. The LA may then make written representations to the selection panel where it believes an applicant selected for interview is unsuitable. If the representations are received within seven days of the LA receiving the notification referred to above, the selection panel must:

- consider the representations; and
- where it decides to recommend an applicant about whom representations have been received, notify the local authority, in writing, of its reasons.

For short-listing matrix see Appendix F

For example unsuccessful at shortlisting letter see Appendix G

5.13 Requesting References

The employment history detailed on the application form should be checked for any gaps, and references should be requested for all shortlisted candidates, where they have given consent. **See [section 6.2](#).**

5.14 Inviting Candidates to Interview (and Assessment)

Shortlisted applicants should be invited to interview, giving them reasonable time to prepare before the interview date.

Letters inviting applicants to interview will include the following information:

- the selection arrangements;
- location and time of the interview/ assessment;
- details of any pre-interview preparation or tasks required of candidates, and information regarding the availability of equipment e.g. computer display, flip chart;
- a contact name and telephone number;
- a request for details of any special requirements/ reasonable adjustments that will enable candidates to participate fully in the selection process;
- the requirement to bring suitable proof of identity and valid documents showing the applicant's right to work in the U.K. **See [section 6.4](#).**
- the requirement to bring all relevant qualification certificates, e.g. evidence of Qualified Teacher Status, NQT Induction, etc. **See [section 6.5](#).**

For invite to interview letter see Appendix H

5.15 Interview and Assessment

This is a two-way process in which the selection panel assess the candidate and the candidate can assess the school.

For Interviewing Guidance please refer to Appendix I

The Recruiting Manager will have determined the selection methods to be used.

The Recruiting Manager should ensure:

- arrangements are in place for candidates with a disability;
- the selection activities and decision are conducted by a minimum of two people at all times; and
- candidates' identity, right to work in the UK, and relevant qualifications are checked (**see [sections 6.3-6.5](#)**)

During the assessment process, the selection panel should:

- apply a consistent process to all candidates;
- assess candidates against the essential and desirable criteria in the person specification;
- give the candidate the opportunity to ask questions and find out about the job;
- discuss with the candidate any concerns or queries arising from the references received ([see section 6.2](#));
- take notes;
- advise the candidate how and when they will be informed of the selection outcome; and
- keep an accurate record of the ratings given and selection decision.

In accordance with the Equality Act, the candidate must not be asked any questions relating to their health at interview. If a candidate raises or offers information about their health or absence, the panel should stop them and explain that they are not asking for any information about health issues at this stage, but that it will be explored thoroughly if a conditional offer has been made, and that this exploration will include any reasonable adjustments that the individual may require to perform the role.

For interview check list see Appendix J

For interview record form see Appendix K

5.16 Selection Decision and Conditional Offer

When the selection panel have agreed upon the preferred candidate, a conditional offer (subject to all pre-employment checks being satisfactory) may be made.

If, on their application form, the candidate declared they are related to someone already employed by the school / employer, the school's policy on relationships at work should be considered before a conditional offer is made.

The Recruiting Manager should make a conditional verbal offer as soon as practicable after the interview. This conversation should cover the following:

- The key terms of the offer including:
 - Job title
 - Salary
 - Hours of work
- That the offer is subject to the satisfactory completion of the pre-employment checks including:
 - satisfactory references
 - satisfactory medical
 - declaration of unspent (and spent if a post subject to DBS) criminal convictions
 - where appropriate, a satisfactory Disclosure and Barring Service (DBS) check
 - any other checks that were not completed at interview stage – evidence of qualifications, proof of identity, evidence of right to work in the UK, declaration of conflict of interest.
- That a conditional offer will be made in writing.
- Start date will be dependent on completion of the pre-employment checks and will be confirmed in a final offer letter.
- Where checks are not satisfactorily completed, the offer of employment will be withdrawn.

A conditional offer letter confirming should then be issued.

For example conditional offer letter see Appendix L

Unsuccessful candidates should be advised as soon as practicable after the successful applicant has accepted the post. Unsuccessful candidates may be offered verbal feedback on their interview.

For example reject after interview letter see Appendix M

5.17 Final Pre-employment checks

All the remaining checks should be carried out prior to confirming the appointment. See [sections 6.6 -6.11](#).

For post interview checklist see Appendix N

5.18 Final Offer and Contract

Other than in exceptional circumstances, the employee must not start work until all pre-employment checks have been satisfactorily completed.

When all the checks are complete, a final offer can be made.

Staff should normally be appointed to the minimum point of the pay grade/range for the job. Refer to the school's relevant Pay Policy for more information.

All terms and conditions should be consistent with those agreed locally by the employer and/or nationally in any collective agreements the employer is party to.

A written statement of particulars of employment (a contract) will be sent as soon as possible after the final offer but at least within 8 weeks after employment has commenced.

5.19 Recruitment and Selection Equality Monitoring

The analysis of recruitment equality data will:

- help ensure compliance with the school's Equality in Employment Policy and the Public Sector Equality Duty;
- help inform school on the success of recruitment activities;
- highlight areas for improvement, for example to increase the diversity of applications made; and
- help to guard against allegations of discrimination.

The monitoring forms will have been separated from the application forms prior to shortlisting. After the selection process is complete, the monitoring forms should be recorded and analysed in terms of diversity in relation to:

- Applications received
- Shortlisted candidates
- Appointed candidates across all recruitment exercises.

See Appendix E for Monitoring Form

See Appendix T (Microsoft Excel) for Recruitment Monitoring Tool

When analysing the information, the school will explore (and may discuss with the school's HR advisor) whether:

- Individuals with certain protected characteristics applied for the role (the school may wish to consider its attraction / advertising options)
- Individuals with certain protected characteristics were proportionately successful at shortlisting stage (the school may wish to consider its shortlisting methods and person specification for the role)

- Over a period of time, patterns emerge that individuals with protected characteristics are successful at interview/selection (the school may wish to consider its interview / selection methods; and may consider full recruitment and selection and/or diversity training for selection panel members).

6. Pre-appointment Checks

6.1 Employment History

The application form should always require full information about previous employment. This should be checked prior to interview so that:

- appropriate references can be obtained, and
- any queries or gaps in employment can be noted for discussion with the candidate at interview.

6.2 References

When to request references

References should be taken up before interview, unless an applicant clearly does not give permission for their current employer to be contacted.

What to request

At least two references must be requested for external candidates. For internal candidates, there is no need to repeat references that were taken up before the current employment.

At least one reference must be from the current or most recent employer, or be a professional reference where this is the first employment. In the case of school leavers, it may be appropriate to ask to see their Record of Achievement. References should not be from friends or family.

Where the current employment does not involve responsibility for children or young people, but past employment has, the previous employer should be contacted for a reference. If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to obtain a reference from the school at which they were most recently employed as a teacher.

How to request references

References should be obtained directly from the referee using the reference request letter and form in **Appendix O & P**. The referee should be sent a copy of the person specification and job description.

References or testimonials provided by the candidate, including open references (e.g. marked "to whom it may concern") are not acceptable.

The referee must not be asked to provide any health related information prior to interview. The health section of the reference form can only be returned to if a conditional job offer has been made.

Reviewing references

When checking the references received, the selection panel should consider the following:

- references should be received direct from the referee;
- references should be in writing;
- references should be on the organisation's headed note paper, or have the organisation's stamp;
- any gaps or missing information should be identified;

- the content of the reference should be checked against the application form for consistency;
- the content of the reference should be satisfactory to the selection panel;
- if there are any uncertainties, discrepancies or concerns about the content of a reference, these should be followed up by a phone call to the referee, a note of which should be taken. (Verify that the person on the phone is the referee – this can be done by asking them to confirm the personal details they provided on the reference form);
- any unresolved gaps, discrepancies or concerns should be discussed with the applicant at interview. If the selection panel does not consider the references and/or the candidate's explanations are adequate, they may decide not to appoint the candidate.

6.3 Identity

External candidates should be asked to provide proof of identity at interview, that shows their name, photograph and signature. Examples of suitable documents are a passport or photo driving licence. The Recruiting Manager must:

- obtain and check original documents, and
- save copies of the documents.

The documents of unsuccessful candidates must be destroyed.

6.4 Eligibility to Work in the UK

Documents proving eligibility to work in the UK should be requested at interview stage, for all external candidates (and internal candidates with a restricted right to work in the UK).

It is a criminal offence to employ a person without an entitlement to work in the UK. The Recruiting Manager must:

- obtain and check original documents, and
- save copies of the documents.

The documents of unsuccessful candidates must be destroyed.

Guidance on the documents required can be found here:

<https://www.gov.uk/check-job-applicant-right-to-work>

6.5 Relevant Qualifications

Proof of essential qualifications should be requested for all candidates at interview stage. The Recruiting Manager must:

- obtain and check original documents, and
- save copies of the documents.

The documents of unsuccessful candidates must be destroyed.

6.6 Health

All appointments are conditional upon a satisfactory standard of health. Medical clearance will be obtained after a conditional offer has been made.

Medical clearance by the Occupational Health provider is required for:

- All external preferred candidates
- Internal preferred candidates where the new role has a change in the nature of duties. Examples may include: change to physical exertion such as lifting and handling; additional

mental exertion such as management responsibilities; change to work arrangements such as shift or night working.

Medical clearance does not necessarily involve undergoing a medical examination.

The candidate must fully and honestly complete the Health Assessment Questionnaire with all relevant details. This information is provided directly to the Occupational Health provider. The Recruiting Manager does not receive this information. The Occupational Health provider will decide what, if any, further examinations or reports are required. The Occupational Health provider will then give an outcome/ advice to the recruiting manager.

If necessary the recruiting manager will take advice from the school's HR advisor.

No candidate will be given a final offer of a job until medical clearance is obtained. This is to protect the health and safety of the candidate, pupils and colleagues at the school. It is also to ensure that the candidate does not resign their current role in order to take up an appointment with the school only to have the appointment subsequently refused on medical grounds.

6.7 Self-declaration of Criminal Convictions

For roles **requiring** a DBS check, the preferred candidate should be asked to declare all criminal convictions. When the DBS check is received, this should be cross-checked with the candidate's self-declaration. If they failed to disclose convictions this should be queried and can result in a withdrawal of the conditional offer of employment on the basis of dishonesty.

For roles **not requiring a DBS check** the preferred candidate should be asked to declare unspent criminal convictions. Should any undisclosed information come to light after appointment this can lead to disciplinary action and result in summary dismissal.

If convictions are declared:

Having a criminal record should not, in itself, debar the candidate from being appointed. They should not be refused a post because of offences which are not relevant to the role. All cases should be examined on an individual basis and discussed with the individual. Factors to be taken into account include whether the conviction is relevant to the position applied for, the seriousness of the offence and how long ago it happened.

See Appendix R and S for Declaration of Criminal Conviction Forms

6.8 Disclosure and Barring Service (DBS) and Barred List

These checks should be carried out after a conditional offer has been made to the preferred candidate.

The Recruiting Manager will refer to the DBS Policy to:

- confirm which checks are required, and
- follow the procedure for obtaining the relevant checks.

Review of DBS Certificate

Upon receipt of the Certificate from the DBS, it should be checked against the individual's Declaration of Criminal Convictions form for consistency.

If convictions are disclosed, and the candidate has been honest about them, this does not necessarily exclude an individual from employment. In all cases where criminal convictions are

disclosed the Recruiting Manager should seek advice from an HR Advisor. An objective assessment must be carried out. See the Recruitment of Ex-Offenders Policy for more information.

Barred List

The Barred List (previously known as List 99) is a confidential database which contains people whose employment in relevant jobs has been barred or restricted by the Secretary of State.

A person who is Barred will not be appointed to the post. A person who is Restricted may only work in a post which does not contravene the terms of the restriction.

Certificate of Good Conduct

Where a candidate has lived or worked abroad in the past 5 years, they must provide a Certificate of Good Conduct from each country that they have lived in during this period. These certificates may be required in addition to or instead of the DBS checks, depending in the individual circumstances.

Full details on the above checks are given in the DBS Policy and Procedure.

6.9 Childcare Disqualification

This check is required for the preferred candidate where the post is involved in childcare provision as defined in the Childcare (Disqualification) Regulations 2009 or directly concerned with the management of such provision.

When the conditional offer is made, the candidate should be asked to complete and return a Childcare Disqualification Declaration form. The Recruiting Manager must ensure this is checked and that the candidate is not disqualified before a final offer is made.

Refer to the Childcare Disqualification Guidance for more details.

6.10 Teacher Status Checks

The following checks are made via the National Colleague for Teaching and Leadership's online Teacher Services system.

Qualified Teacher Status (QTS)

For any qualified teacher post, the preferred candidate's QTS must be checked.

For information on how Teachers qualified overseas can gain QTS / work as a teacher in England, visit:

<https://www.gov.uk/guidance/qualified-teacher-status-qts>

<https://getintoteaching.education.gov.uk/>

<https://www.gov.uk/government/publications/employing-overseas-trained-teachers-from-outside-the-eea>

Induction

For a qualified teacher post (with the exception of NQT posts), the preferred candidate's completion of Teacher Induction should be checked.

For more information on the statutory NQT induction requirements, see the Statutory Guidance published by the DFE:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

6.11 Prohibition from Teaching Work

This check is for the preferred candidate for all roles that involve 'teaching work', which includes:

- all qualified and unqualified teacher posts, including Leading Practitioner and Leadership roles, and
- any other post that will be carrying out unsupervised/ undirected teaching work (possible in Academies only).

Where this check applies, the preferred candidate should be checked for prohibitions, sanctions and restrictions that might prevent them from taking up the post. This check is made via the National Colleague for Teaching and Leadership's online Teacher Services system.

