Safer Recruitment Policy

Calcot Infants and Junior Schools

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This policy applies across Calcot Infant School and Nursery and Calcot Junior School, together referred to as 'the school' throughout this policy.

1. Purpose

1.1. This policy aims to ensure that the school follows a robust, rigorous and fair process when recruiting staff, minimising the risk of appointing people who pose a risk of harm to children.

1.2. The school will follow the statutory guidance published by the Department for Education, Keeping Children Safe in Education (KCSIE), when recruiting and appointing staff. This policy must be read alongside the current edition of Keeping Children Safe in Education, particularly Part three, and the safeguarding and welfare requirements of the EYFS statutory framework for group and school-based providers. Where additional EYFS requirements apply to the school's Nursery, Reception or other provision, these must also be met.

2. Applicability

2.1. This policy applies to the recruitment and appointment of all staff employed or directly engaged by the school, including teaching and support staff, temporary staff and casual workers. It sets out the school's approach to safer recruitment and the pre-employment checks required for staff appointments.

2.2. The school's separate Volunteer Procedure governs the assessment, approval, safeguarding checks, supervision and induction arrangements for volunteers, young classroom volunteers and work-experience students. This Safer Recruitment Policy should be read alongside the Volunteer Procedure where relevant, particularly in relation to safeguarding requirements and the school's legal duties.

2.3. Specific safeguarding and vetting requirements relating to governors, agency and supply staff, contractors and other third parties are addressed in the relevant sections of this policy.

3. Roles and Responsibilities

3.1. The governing body is responsible for ensuring the health, safety and welfare of pupils in the school. It also has responsibility for determining who should work at the school.

3.2. The headteacher is responsible for implementing this policy and ensuring that recruitment and selection arrangements are followed consistently. The headteacher will authorise staff appointments following satisfactory completion of the required checks, in accordance with the governing body's agreed delegation arrangements. Where the headteacher is being recruited, these responsibilities will rest with the governing body's appointment panel.

3.3. All staff and volunteers have a responsibility to ensure that the school environment is safe and secure for children and that appropriate procedures are followed.

4. Stages of the recruitment process

1. Preparing to Recruit
Review JD and PS
Identify roles and responsibilities during the process
Plan selection process, train those involved

2. Advertising
Create advert, collate application form, recruitment information and relevant policy links

3. Shortlist and prepare for interview
Assess applications against the person specification. Issue the Shortlisted Candidate Criminal Record and Suitability Self-Declaration for confidential return before interview. Request references and complete online searches, informing candidates that searches may be undertaken.

4. Interview and select
Explore suitability to work with children, employment gaps, relevant declarations and any concerns arising from references or searches. Verify relevant original documents and record the selection decision.

5. Conditional offer and checks
Issue the conditional offer and open the Pre-employment Checklist, recording checks already completed. Arrange the appropriate right-to-work check, DBS and other required checks, and occupational-health screening. Confirm the applicable probation, ECT or appraisal route.

6. Final clearance and pre-start preparation
Complete the checklist's final authorisation before confirming the start date, except under the documented exceptional DBS arrangements. Issue the employment documentation within the required timescales, update the SCR and open the Staff Induction Record.

7. Induction & first review
Use the Staff Induction Record for pre-start preparation, Day 1, Week 1 and the first-month review. For newly recruited support staff, the first-month review also serves as the first probation review. Record objectives, outstanding actions and support.

8. Complete probation or continue the relevant review process
For newly recruited support staff, complete the Probationary Period Final Review Record, normally by Week 10. Decide and confirm the outcome in writing before the three-month period expires. Other staff continue through the applicable ECT, appraisal or supervision arrangements.

This process applies to staff recruitment. Volunteers, young classroom volunteers and work-experience students follow the separate assessment, approval and induction arrangements set out in the Volunteer Procedure and section 35 of this policy.

5. Preparing to recruit

5.1. The school will plan each recruitment exercise from the outset, allowing sufficient time for selection activities and pre-employment checks. Applicants will receive clear information about the school, the role and the recruitment process.

5.2. Before advertising a vacancy, the recruiting manager will;

- Review the person specification and the job description to ensure they accurately reflect the role.
- Consider whether a support staff role requires job evaluation
- Agree how and where the vacancy will be advertised and the content of the advertisement
- Plan the interview and other selection activities
- Identify who will be responsible for each stage of recruitment
- Ensure those involved in the process are appropriately trained

5.3. The school will include the following safeguarding statement in recruitment advertisements and candidate information packs.

'Calcot Schools is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our recruitment and selection practices reflect this commitment and follow Keeping Children Safe in Education. Shortlisted candidates will be asked to complete a criminal records and suitability self-declaration. Online searches will be undertaken on shortlisted candidates as part of our due diligence. Successful candidates will be subject to pre-employment checks appropriate to the role, including enhanced DBS check and children's barred list check where required.'

Where the role is in regulated activity the school will also state 'this role is exempt from the Rehabilitation of Offenders Act 1974'

5.4. Candidate application packs (either on paper or on-line) should include;

- Application form
- Detailed job description and person specification
- Details about salary and type of post
- Statement about the employer's commitment to safeguarding children and welfare of children (see above)
- A copy of the school's child protection and safeguarding policy and practices, or a link to where this can be found on the school's website.
- A copy of, or link to, this Safer Recruitment Policy, including the school's approach to recruiting applicants with criminal records in section 39.
- Where the role involves engaging in regulated activity with children the application form or information provided to applicants should include a statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- A link to any other key information or policies on the school's website.
- Equal opportunities statement
- Information about the recruitment and selection process, interview dates, other recruitment activities etc.
- Details of the pre-employment checks that will be required (see section 15 below)
- Privacy Notice for Job Applicants.

5.5 Applicants will be invited to request reasonable adjustments to the application, interview and assessment process. Selection will use objective, role-related criteria and comply with the Equality Act 2010. Questions needed to arrange recruitment adjustments will be kept separate from decisions about suitability.

6. Advertising

6.1. Recruitment adverts will clearly state:

- The job title, location, salary and nature of the appointment
- The essential skills, abilities, experience, attitudes and qualifications required
- The safeguarding responsibilities of the role
- The school's safeguarding and equal opportunities statements
- Any applicable requirement for spoken English
- The pre-employment checks required for the role
- Where applicable, the role's exemption from the Rehabilitation of Offenders Act 1974 and the protections applying to filtered convictions and cautions

6.2. Advertisements will be consistent with the job description, person specification and candidate information pack. The School Business Manager will obtain advice from the school's appointed HR adviser where necessary.

6.3. The school will select advertising channels appropriate to the role, with the aim of attracting a suitable and diverse field of applicants.

7. Application Forms

7.1. Application forms must be completed by all applicants. It is not acceptable practice to rely on a curriculum vitae produced by a potential employee. Word of mouth recruitment or unsolicited applicants should be avoided as a means of filling a vacancy. Applicants making speculative contact should be asked to apply for a specific post and complete the relevant application form.

7.2. A CV will only be accepted alongside a fully completed application form. It will not be accepted as a substitute for the application form.

7.3. A completed application form ensures a common set of core data is gathered from all applicants and provides schools with the information that they require in order to shortlist a person for interview. It also acts as an applicant's signed and dated declaration of the qualifications, skills and experience that they possess. Where on- line application forms are used, applicants should be asked to sign a printed copy of their form at interview to confirm that the information they have supplied is correct and complete.

7.4. Application forms should not ask applicants to make a criminal records self- disclosure. This will be required from applicants who are shortlisted for interview. The application form should make this clear. Where the post requires an enhanced DBS check with barred list check as it involves regulated activity with children or young persons, or where the post will not involve regulated activity but the school will require an enhanced DBS check without barred list check the application form should state that the post is exempt under The Rehabilitation of Offenders Act 1974, by virtue of The Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. It should state that shortlisted candidates will be required to complete a criminal records self-disclosure form prior to interview and a DBS check at the appropriate level will be obtained for successful applicants.

7.5. Where the role involves engaging in regulated activity with children the application form or information provided to applicants should include a statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

7.6. Application forms should require applicants to provide the following information:

- Personal details, current and former names, current address and national insurance number
- Details of their present (or last) employment and reason for leaving
- Full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- Qualifications, the awarding body and date of the award
- Details of referees (see section 41 below)
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post and how they meet the person specification

8. Job descriptions and person specifications

8.1. Time spent at the start of the recruitment process on the production of a full, carefully drawn up and objective person specification will invariably avoid later difficulties in interpreting and applying vague and imprecise requirements. The job description and person specification are the documents against which the competence of the applicants is measured it is therefore vital that these documents are accurate and reflective of the required competencies, skills and experience at the time they are provided to candidates. If recruitment decisions are challenged it is difficult to defend such a challenge without an accurate and comprehensive person specification.

8.2. The job description should set out clearly the main purpose or function of the job and the key tasks within it.

8.3. For teaching staff, the job description will need to be built around the duties and responsibilities defined in the Teachers' Pay and Conditions Document. Generic descriptions can be drawn up with specialist areas of responsibility defined as a supplement to the main job description, e.g. curriculum leader, year leader, SENCO etc.

8.4. Job descriptions for support staff must accurately reflect the duties and responsibilities of the role. New or significantly amended job descriptions should be assessed under the school's applicable job evaluation arrangements to ensure the grade is appropriate. Advice should be sought from the school's appointed HR adviser where necessary.

8.5. All job descriptions where the post holder is in contact with children should detail the individual's responsibility for promoting and safeguarding the welfare of children and young persons and should include the following statement:

"The post holder is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy"

8.6. The job description for the school's designated safeguarding lead and deputy lead(s) should explicitly state that they take lead responsibility for safeguarding and child protection. (See the designated safeguarding lead annex in the current edition of KCSIE).

8.7. The person specification is crucial in that it will shape how the recruitment process is conducted. It should detail the qualities and competencies required based upon information within the job description and the conditions applying to the post. It is advisable to separate these features into essential and desirable categories.

8.8. The person specification should specifically contain the criterion "suitability to work with children".

8.9. Where the role is public facing (there is regular spoken interaction with the public, including pupils) the job description and person specification must state the essential requirement for the job

holder to be fluent in spoken English to an appropriate level for the role. (See section 42 Spoken English requirement for public sector workers).

9. Scrutinising and short listing

9.1. All applications should be carefully scrutinised to ensure they are fully and properly completed. A minimum of two people should carry out the short listing process, one of whom should have completed appropriate safer recruitment and selection training.

9.2. All candidates should be assessed equally against the criteria in the person specification without exception or variation. This should be recorded on a short listing matrix.

9.3. Any anomalies or discrepancies or gaps in employment should be accounted for and checked. Reasons for frequent changes in employment and any other concerns should be explored.

9.4. Where possible all references should be obtained between short listing and interview. This enables interviewers to follow up on any information about past disciplinary action, allegations or discrepancies etc. at interview. If it is not possible to get references back before interview any queries on their content should be discussed with candidates once the information has been received.

9.5. Information from references should be compared with information on the application form to ensure that the information provided is consistent. Any discrepancies should be taken up with the applicant at interview or by phone if the reference is received after interview.

9.6 As part of its due diligence, the school will carry out an online search of publicly available information about shortlisted candidates, normally before interview. Candidates will be informed of this in the recruitment information. Searches will follow a consistent approach and focus on information relevant to suitability for the role, safeguarding or professional conduct. The school will check that information relates to the correct individual and give the candidate an opportunity to explain any relevant concerns before a decision is made. Information unrelated to suitability, including irrelevant information about protected characteristics, will not influence recruitment decisions. A proportionate record of the search and any relevant findings or resulting decisions will be retained securely in accordance with the school's retention arrangements.

10.Criminal records self-disclosures

10.1. All applicants who are shortlisted for interview should be sent a criminal records self-disclosure form. This should be completed and returned to a specified person at the school before the interview. Schools must ensure that a robust process for handling self-disclosures is in place that ensures the confidentiality of the sensitive data involved and ensures that only those with a genuine need to know the contents have access to it. Where the self- disclosure has an electronic signature, the candidate should physically sign a hard copy at interview.

10.2. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that applicants do not need to disclose them to employers, and if they are disclosed, employers cannot take them into account. Further information can be found in the DBS filtering guide - GOV.UK.

10.3. The filtering rules are complex. Applicants should be sign posted to the Ministry of Justice website and/or seek advice from the NACRO website and from NACRO's 'What do I need to disclose guidance' for further advice on whether or not conviction or caution needs to be declared. It is important that schools allow sufficient time for shortlisted applicants to seek advice from NACRO before completing the form and that only things not subject to filtering rules are taken into consideration by the school.

10.4. The self-disclosure form should also ask short-listed applicants to declare anything else that would make them unsuitable to work with children in the role for which they are applying, for example:

- whether they are included on the barred list
- whether they are prohibited from teaching
- whether they are prohibited from taking part in the management of an independent school
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted (i.e. applicants only need to declare offences that are also criminal in England and Wales, something that would not be an offence in England and Wales need not be declared)
- if they are known to the police and children's social care
- if they have been disqualified from providing childcare
- any relevant overseas information

10.5. Obtaining the self-declaration enables candidates to share relevant information so this can be discussed and considered at interview before the DBS certificate is received.

10.6. Criminal records self-disclosure forms should be kept securely (in a locked filing cabinet or password protected if held electronically) until – for unsuccessful applicants until the interview has been held and a decision not to employ has been made, and for successful applicants until information on the form has been compared with any content on the DBS certificate, and where required a positive disclosure decision has been made. After that the form should be confidentially destroyed/deleted. Any positive disclosure assessment and associated criminal-record information will be retained and reviewed in accordance with section 44.4.

11. Interviews and other selection processes

11.1. It is essential that a face to face interview takes place prior to any appointment. 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.

11.2. 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 – for example observing candidates appropriately supervised interaction with pupils/students. Pupils should not take part in assessing candidate suitability but can contribute to the panel's assessment of the ability to interact with children.

11.3. Invitations to interview should;

- Detail all the arrangements such as date, time, panel members, length of the selection process, selection activities
- Remind candidates that the interview is assessing their suitability to work with children
- Remind them to bring all relevant documents required to complete pre- employment checks, such as proof of qualifications, proof of identity and proof of eligibility to work in the UK

11.4. Documentary evidence will be verified using the method applicable to each check. Original documents will be inspected where required. The school will take a copy of original documents to be kept on the school file. Right-to-work checks will follow Section 17, qualification checks will follow section 19, and DBS certificate checks will follow section 38. Evidence of completed checks will be retained in accordance with section 44.

12. Selection and Interview Panel

12.1. At least one member of each recruitment panel must have completed appropriate safer recruitment training. The headteacher will ensure that sufficient staff and governors are trained to support recruitment activities. The School Business Manager will maintain training records and arrange access to training where required.

12.2. Panels of at least two 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.

12.3. Panel members should meet beforehand to agree a relevant set of questions that will enable the candidate's suitability against the selection criteria to be assessed. They will also need to identify any issues they want to explore further from the candidate's application form and employment checks.

13. Scope of Interview

13.1. Candidates should be asked questions to assess their skills and experience in the areas listed in the person specification. This will include questions to assess the suitability of the candidate to work with children.

13.2. In examining the candidate's suitability to work with children the interview panel should examine:

- What attracted the applicant to apply for the post and the skills and specific examples of experience of working with children that are relevant to the role
- The candidate's attitude toward 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 learning and development of the child and young person 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 or occupational personality questionnaires.
- Their emotional resilience in working with challenging behaviours and 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 school's approach towards child protection policies and procedures.
- Gaps in the candidate's employment history and explanation of repeated changes in jobs, career and/or location. These must be discussed and clarified, as should concerns or discrepancies arising from the information provided by the candidate and or referees
- 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.

14. Interview questions and selection activities

Recruitment panels will use questions and selection activities appropriate to the role to assess candidates against the agreed person specification and explore their suitability to work with children. Panels will investigate relevant concerns, discrepancies and gaps in employment history, using follow-up questions where necessary.

All selection activities will be planned and assessed fairly, with reasonable adjustments made where appropriate. Candidates' responses, assessment outcomes and the reasons for selection decisions will be recorded.

Practical guidance and examples of interview questions and selection activities are provided in Appendix 1. Panels will select and adapt these to the role and the individual application.

15. Pre - Employment Checks - general

15.1. Headteachers and governing bodies have a responsibility to undertake specific pre-employment checks on every person that they intend to engage or employ to work in their school. Where a headteacher is being recruited the appointment panel must ensure the checks are completed. The requirements for which checks to complete for volunteers are set out in the Volunteer procedure.

15.2. When appointing new staff the school must:

- Verify the candidate's identity
- Obtain satisfactory references in accordance with section 41: at least two for external applicants and at least one for internal applicants, together with any additional references required by that section.
- Obtain a completed and signed criminal records self-disclosure form for all candidates shortlisted for interview
- Obtain a certificate for an enhanced DBS check with barred list check where the person is to work in regulated activity or obtain a separate Barred List check if a full DBS check is not required in circumstances described in note[1]
- Obtain an enhanced DBS without barred list check for governors who will not be working in regulated activity.
- Assess volunteers' duties and frequency of attendance under section 31. Obtain an enhanced DBS check with children's barred list information for regulated activity. For volunteers outside regulated activity, document the risk assessment determining appropriate checks and supervision.
- A medical check that is satisfactory to the headteacher; verifying the candidate's mental and physical fitness to carry out their work responsibilities[2].
- Verify the person's right to work in the UK
- If the person has lived or worked outside the UK, make further appropriate overseas checks
- Verify professional qualifications as appropriate to the role
- Driving licence check where the employee will be required to drive for work

[1] If the employee has worked in regulated activity in a school in England within the last 3 months, a new DBS is not required (though the school may choose to do one). However, the school must check that the appointee is not on the Barred List..

[2] Except in certain very limited circumstances it is unlawful to ask questions about health, disability and/or attendance until a conditional job offer has been made.

- Obtain a Childcare disqualification regulations declaration where appropriate (see section 24 below)
- A s128 check for governors in maintained schools (see section 27 below).
- Ensure the appropriate level of English fluency for customer facing roles
- For anyone being engaged to undertake teaching work, check via Teacher Services' system whether:

  o The teacher has qualified teacher status

o The teacher has completed their statutory induction (unless they are a newly qualified teacher (NQT/ECT) in which case any offer of employment should be made subject to satisfactory completion of the statutory induction period).

o The applicant is subject to a prohibition order issued by the Secretary of State. (See section 22 below)

o Any prohibitions, sanctions or restrictions that might prevent an individual from taking part in certain activities or working in specific positions

o Whether the teacher has a suspension or conditional order imposed by the General Teaching Council for England (before abolition) that is still current

o Whether the teacher has a mandatory qualification for teachers of hearing impaired or visually impaired pupils

15.3. Information obtained from the Teacher Services' system should be considered carefully when assessing a candidate's suitability.

15.4. The school will also obtain additional pre-employment checks for those who have lived and/or worked abroad (see section 30 for details)

15.5. The school is aware that certain documentation provided as evidence in relation to one pre-employment check may, in some instances, be acceptable in relation to another. This is particularly relevant to checks relating to identity, right to work in the UK and the DBS disclosure.

15.6. Further information on these checks can be found below.

15.7. The school will ensure that all required pre-employment checks are satisfactorily completed before an individual starts work, subject only to the exceptional arrangements expressly permitted under section 37. Volunteer checks and approval arrangements are governed by the Volunteer Procedure and section 31 Checks will include, as applicable to the role**:**

- Verification of Identity
- Verification of right to work in the UK
- Satisfactory references
- Verification of relevant qualifications
- Checks for a secretary of state prohibition order and/or any applicable GTCE sanction or restriction
- a childcare disqualification declaration
- medical clearance
- an enhanced DBS check at the appropriate level, including children's barred list information where the role involves regulated activity
- Additional overseas suitability checks where the individual has lived or worked outside the UK
- Any other role-specific checks required under this policy.

An exceptional supervised start while an enhanced DBS certificate is outstanding may only be authorised in accordance with section 37. All other required checks must have been completed satisfactorily, including a separate children's barred list check where the role involves regulated activity. The headteacher must approve and record the risk assessment and supervision arrangements, obtaining HR advice where necessary.

Supervision must not be used as a substitute for missing references, qualification checks, overseas suitability checks or other required checks.

These exceptional start arrangements do not permit an individual to begin working in EYFS provision before the required enhanced DBS certificate, including children's barred list information, has been received and checked.

Volunteer checks and approval arrangements are governed by the Volunteer Procedure and section 31, together with the applicable provisions of section 37

15.8. It is essential that every **offer of appointment is made subject to satisfactory completion of all the relevant pre-employment checks**, unless the full range of checks has been undertaken by the time an offer is made. Candidates should be made aware of this.

15.9. **In relation to pre-employment checks headteachers are responsible for:**

- Ensuring that an effective selection process is carried out for each vacancy to ascertain that successful candidates are suitable people to work for the school and are appropriately qualified
- Ensuring that every person appointed to the school has been subject to the appropriate pre-employment checks, and that evidence is stored securely on file (electronic or paper based).
- Ensuring that original documentation is correctly checked at interview to verify identity, the right to work in the UK and qualifications
- Undertaking DBS and Barred List checks and criminal records self-disclosures are obtained where appropriate and ensuring that where kept documentation relating to these is retained securely in a locked container/cabinet, retained in accordance with the school's data retention schedule and then securely disposed of.
- Ensuring that consideration is given to reasonable adjustments for disabled employees and that, where appropriate, advice is sought from Occupational Health. Questions about health, attendance and/or disability must NOT be asked before a conditional offer of employment has been made.
- Following up references that have not been received before interview.
- Ensuring that all information gathered during the recruitment and selection process is stored securely in accordance with the school's data retention schedule and used only for its specified purpose.
- Ensuring that appropriate checks are made on agency, supply, trainee teachers, contractors and employees of contractors.

15.10. The School Business Manager will coordinate pre-employment checks, maintain the associated records and liaise with the school's appointed HR adviser, payroll provider and DBS checking provider as appropriate. The headteacher remains responsible for authorising appointment following satisfactory checks. Use of an external provider does not remove the school's responsibility to verify that required checks have been completed. The school's Pre-employment Checklist will be opened when a conditional offer is made. Each applicable check must identify who verified it and the completion date; sections that do not apply must be marked N/A. Relevant checks undertaken during selection must be carried forward into this record. No start date will be confirmed until the final authorisation section has been completed, except where an exceptional start is expressly authorised and documented under section 37.

16. Identity checks

16.1. It is vital that headteachers and governing bodies are certain that the person they intend to employ is the person that they claim to be and they must see sufficient evidence to satisfy themselves of this. The identity-checking provisions in Part three of current KCSIE will be followed

when checking applicants' identity. The school will check the birth certificate so as to identify any changes of name and obtain evidence to explain this.

16.2. Documents with photographic identification that includes a date of birth and address (such as a passport, photographic driving licence etc.) should also be checked. Check that the applicant is the same as the person in the photograph, that documents presented do not appear to have been tampered with and that the age of the applicant appears to correspond with the date of birth on the document presented. Where an applicant cannot produce photographic proof of identity the school will follow the GOV.UK guidance mentioned above to ensure acceptable alternative documents are seen.

16.3. The school will keep a copy of documents used to verify identity on the successful candidate's personnel file.

16.4. A further useful guide to checking whether identity documents may be forged or counterfeit can be found on the GOV.UK website

16.5. Where an individual is provided by a contractor, supply agency, or third party organisation, schools must check and verify the identity of the individual on arrival to ensure they are the person sent by the organisation. The school will ensure that organisations supplying contractors, supply, agency or other third party staff have provided written confirmation that they have completed all required checks for each individual they send to the school.

17. Right to work in the UK

17.1. It is a criminal offence to employ a person who does not have the right to work in the UK or who does not have the right to undertake the type of work that they are being offered.

17.2 Before work begins, the school will complete the prescribed right-to-work check applicable to the individual and engagement, following the current Home Office employer guidance. The school will verify that permission covers the proposed work, retain dated evidence and arrange follow-up checks where required.

For engagements within the scope of the right-to-work regime from 1 October 2026, this assessment must also cover relevant worker and individual subcontractor arrangements. Responsibility will be established before work begins. For standard agency supply arrangements, the school will obtain appropriate written assurance from the agency.

17.3. The school will keep a copy of documents used to verify the right to work in the UK on the successful candidate's personnel file and for two years after the end of employment.

17.4. It is important that employers do not directly, indirectly or inadvertently discriminate against people on grounds of their race or ethnic origin by refusing to accept any documents from the list, by failing to carry out checks on every new employee or by making assumptions about a person's nationality or right to work in the UK.

18. Employment History

18.1. Schools must gain as much information as possible on the employment history of any person that they intend to employ. Applicants should provide their full employment history since leaving school on the application form. This should include education, employment and voluntary work, reasons for gaps in employment and reasons for leaving jobs.

18.2. The application form should be scrutinised to check that information provided about past employment is not contradictory or incomplete.

18.3. At interview, concerns or ambiguity around reasons for leaving previous posts, and reasons for any gaps in employment and other anomalies should be thoroughly explored.

19. Academic and Professional Qualifications

19.1. Schools must verify that a potential employee has achieved the qualifications that they claim in their application by viewing each original qualification certificate or diploma or a properly certified copy of those documents. If a school is in any doubt about the authenticity of a qualification, they can check by contacting the relevant awarding institution.

19.2. Copies of documents should be made and kept on the employee's personnel file. Particular care must be taken to ensure that documentary evidence is seen, and copies retained, of professional qualifications that are required to carry out the job role, either by statute or under the Council's or school's policies.

20. Qualified Teacher Status

20.1. 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.

20.2. Eligibility for QTS recognition and any exemption permitting teaching without QTS will be checked against current DfE guidance before appointment. An overseas teaching qualification does not automatically establish eligibility to teach in a maintained school.

20.3. Individuals holding Qualified Teacher Learning and Skills (QTLS) status who maintain the required membership of the Education and Training Foundation (ETF) are recognised as qualified teachers in maintained schools in England. The school will verify both QTLS status and current membership before appointment. Where qualified teacher recognition depends on this membership, it must be maintained throughout employment in that capacity.

20.4. Candidates for headteacher or deputy headteacher posts in maintained schools in England must, without exception, hold QTS.

20.5. The school will check the teacher's QTS, completion of teacher induction or probation via the DfE's Check a teacher's record service.

21. Induction Standards

21.1. Teachers must have satisfactorily completed statutory induction, be undertaking induction in accordance with the applicable regulations, or qualify for a recognised exemption.

21.2. The school will check whether a teacher has completed their statutory induction using the DfEs Check a teacher's record service.

22. Secretary of State Prohibition Orders

22.1. Prohibition orders and interim prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England.

22.2. Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the Teaching Regulation Agency (TRA). Pending such consideration, the Secretary of State may issue an interim prohibition order if he/she considers that it is in the public interest to do so.

22.3. A person who is prohibited from teaching must not be appointed to work as a teacher or undertake teaching work in such a setting. Schools must check whether anyone that they intend to employ to undertake teaching work has a prohibition order. This is done using the DfE Check a teacher's record service (see section 23 below).

- **In maintained schools** only certain specified people can carry out 'specified work' under the Education (Specified Work) (England) Regulations 2012, so only those being engaged to undertake specified work must have a secretary of state prohibition check. Maintained schools may, however, choose to complete such a check for Teaching Assistants who have previously worked as a teacher.
- Where the school is seeking to employ a Teaching Assistant and it is apparent from the application form that an applicant has previously worked as a teacher the school may decide to (but does not have to) do a check via the Check a teacher record System to see if they are subject to a prohibition order issued by the Secretary of State. Prohibition from teaching would not necessarily preclude someone from being considered for a TA role as the reason for prohibition may not relate to safeguarding issues. Where an applicant for a TA role is found to have been prohibited from teaching the school will complete a risk assessment in light of the details of the prohibition to assess whether they are suitable for appointment as a TA. The school will seek advice from HR before making a decision on whether or not to make an offer of employment.

  Where the check shows that the person is subject to a prohibition order they MUST NOT be allowed to teach.

22.4. Some people are still subject to disciplinary sanctions imposed by the General Teaching Council for England (GTCE) prior to its abolition in 2012. The DfE Check a teacher's record System should be checked to see if there are any GTCE sanctions or restrictions that apply to applicants for teaching roles

22.5. Where the person is being supplied by a third-party organisation the school will obtain written confirmation from the third party that the third-party organisation has carried out a check to see if the person is subject to a prohibition order and that the third party considers that the person being supplied is suitable for the work for which they are being supplied.

22.6. These checks must be recorded on the single central record.

23. DfE Check a teacher's record

23.1. The DfE Check a teacher's record is a free service that enables schools to check the record of any teacher they employ or are considering employing. The service enables schools to check:

- Initial teacher training qualifications
- Qualified teacher status (QTS)
- Completion of teacher induction or probation
- Prohibitions, sanctions and restrictions that might prevent someone from undertaking certain activities or working in specific positions e.g. Secretary of State prohibition orders
- Whether the teacher has been the subject of a decision by the Secretary of State not to impose a prohibition order for unacceptable professional conduct, conduct that may bring the teaching profession into disrepute or conviction of a relevant offence

- Whether the teacher has been prohibited from teaching
  Whether the teacher has a suspension or conditional order imposed by the General Teaching Council for England (before abolition) that is still current
- Whether the teacher has failed their induction or probation period
- Whether the teacher has additional qualifications e.g. a mandatory qualification for teachers of hearing impaired or visually impaired pupils

23.2. Information obtained from the system should be considered carefully when assessing a candidate's suitability.

23.3. Guidance on using the service can be found on GOV.UK Check a teacher's record - GOV.UK

24. Childcare Disqualification Regulations Declaration

24.1. Individuals with certain cautions or convictions, or childcare orders against them, are disqualified from working with children under the age of eight in school settings in:

24.1.1. early years provision – staff who provide any care for a child up to and including reception age (up to 1st September after the child's fifth birthday) – this includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after-schools care provided by the school) both during and outside school hours for children in the early years age range

24.1.2. Later years provision – staff who are employed to work in childcare provided by the school outside school hours for children who are above reception age but who have not yet attained the age of eight

24.1.3. Staff directly concerned with the management of early or later years, including the headteacher and may include other members of the school's leadership team and any manager, supervisor, leader or volunteer responsible for the day to day management of the provision.

24.2. Schools are prohibited from employing (including volunteers) a disqualified person in connection with relevant childcare provision if they have been found to have committed a relevant offence.

24.3. Originally people could also be disqualified 'by association' if someone that they lived with had committed a relevant offence. In 2018 disqualification by association was removed for those working in childcare in non-domestic settings such as schools and nurseries. The DfE has published updated statutory guidance in Disqualification under the Childcare Act 2006.

24.4. Those responsible for recruiting to, or managing, provision covered by the childcare disqualification requirements will apply the current Department for Education statutory guidance, Disqualification under the Childcare Act 2006. Advice will be obtained from the school's appointed HR adviser where the application of the requirements or an individual's eligibility is unclear.

24.5. Applicants for roles covered by the childcare disqualification legislation must provide the relevant suitability information. A positive declaration must be assessed to establish whether the individual is legally disqualified from the proposed work. A disqualified person must not undertake childcare or management work covered by the legislation unless Ofsted has granted an applicable waiver. The school must verify the waiver and any conditions before permitting the relevant work. An application for a waiver does not itself permit the person to undertake that work.

24.6. The date that the school receives the signed declaration should be recorded on the Single Central Record.

25. Health

25.1. 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, in accordance with The Education (Health Standards) (England) Regulations 2003.

25.2. The Equality Act 2010 prohibits all those involved in the recruitment process (except in specific very limited circumstances) from the following before having made the applicant a conditional offer of employment:

- 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.

25.3. Once a candidate has been made a conditional offer of employment or placed in a pool of successful candidates to be offered a job, the school will ensure that candidates complete a medical screening questionnaire via the school's appointed occupational health provider. Where appropriate, the applicant will be referred to Occupational Health to seek advice.

25.4. Where the applicant has a disability the headteacher 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.

25.5. No employee may start work until medical clearance has been received.

26. Driving Licence

26.1. If an employee will be required to drive on school business or may be required to escort children in their own transport in an emergency, the school will ask for evidence that the employee holds the appropriate and valid driving licence to do so and is insured to undertake business journeys. This should be flagged up in the pre-employment checks so appropriate consideration can be given to their suitability for the role. (Note: the school will ensure that all requirements of the school's driving for work policy and procedures, insurance, child safeguarding and protection, and appropriate risk assessments are complete before allowing an employee to drive).

27. Section 128 direction checks

27.1. This check establishes whether the person is prohibited or restricted from holding a management position within an independent school; including academies and free schools as an employee, a trustee of an academy or free school trust, a governor or member of a proprietor body for an independent school, or a governor on a governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. These checks are completed via the Teaching Regulation Agency's website or as part of the DBS check if the person will also be engaged in regulated activity.

27.2. Section 128 checks must also be carried out for governors in maintained schools (see section 31 for more information).

28. Disclosure and Barring Service (DBS) checks

28.1. The DBS is responsible for administering four types of checks:

- Basic: provides details of convictions and conditional cautions considered 'unspent' under the Rehabilitation of Offenders Act 1974

- Standard: a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings whether or not they are spent
- Enhanced: a check of the PNC records as for Standard check above, plus other information held by the police that is considered relevant by the police; and
- Enhanced with barred list information: this adds checks of the DBS Children's Barred List to the enhanced check.

28.2. Since 29 May 2013 filtering rules have been in place that mean certain old and minor cautions and convictions do not have to be disclosed by the applicant, must not be taken into account by employers in the recruitment and selection process and will not appear on the DBS check. From 28th November 2020, following a Supreme Court judgement which highlighted some elements of the existing filtering rules as disproportionate, the applicant and the DBS will no longer disclose youth reprimands, youth warnings or youth cautions, nor automatically disclose all convictions where an individual has more than one conviction. Instead, each conviction will be assessed individually against the appropriate rules. Some offences will never be removed from a DBS certificate; these include the most serious sexual and violent offences. The filtering rules can be found on the GOV.UK website.

28.3. The school will obtain an enhanced DBS check with children's barred list information for staff and volunteers whose roles involve regulated activity. Supervision does not remove an otherwise qualifying role from regulated activity. For roles outside regulated activity, the school will establish eligibility and obtain the appropriate level of check. Children's barred list information must not be requested for an ineligible role.

28.4. Online DBS applications should be completed by all successful applicants who require a DBS check.

28.5. There is no requirement to obtain an enhanced DBS check, if in the three months prior to beginning work in their new appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or
- in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18.

Where the new role involves regulated activity with children, the school must obtain a separate children's barred-list check before the individual starts.

28.6. In the circumstances described in 28.5, the school may obtain a new enhanced DBS check where appropriate. Children's barred-list information will only be requested where the new role involves regulated activity with children.

28.7. An Enhanced DBS check **without barred list check** should be obtained for governors (unless they also undertake regulated activity in which case an enhanced check with barred list should be obtained).

28.8. Schools can, following an amendment to the Rehabilitation of Offenders Act, choose to obtain an enhanced DBS check **without barred list check** for anyone undertaking work infrequently, which if done frequently, would be regulated activity with children. (For example, contractors coming into school when pupils are present to do maintenance work on an infrequent basis).

28.9. Relevant checks will be reviewed and repeated where an individual moves into regulated activity from a role that was not regulated activity, where there has been a break in service of 12 weeks or more, or where concerns arise about suitability to work with children. The school will

normally renew DBS checks every three years, or undertake an appropriate DBS Update Service status check where the individual is subscribed and has given consent. Checks will be undertaken sooner where concerns arise about suitability to work with children or a change in duties requires a different level of check. Routine renewal does not replace ongoing safeguarding vigilance.

29. DBS update service

29.1. Some applicants may have joined the DBS update service when a previous DBS check was completed. The update service enables employers to complete a free online check to see whether new information has been added to the check since it was issued and whether a new check should be obtained.

29.2. Before using the update service schools must:

- Obtain consent from the individual to do the online check
- See the original DBS certificate to check it matches the individual's identity, is valid for the children's workforce and is an appropriate level of check for the role they are applying for

29.3. Further information can be found on the GOV.UK website.

30. Applicants who have lived/worked outside the UK

30.1. Newly appointed staff who have lived or worked outside the United Kingdom must undergo the same checks as all other staff in schools, including a DBS Disclosure with barred list check if appropriate, even if they have never been to the UK. In addition, schools must make any further checks they think appropriate so that anything that has occurred outside the UK can be considered.

30.2. Successful applicants who have lived or worked outside the UK will also need to provide criminal convictions clearance from the country or countries they were residing/working in, because the DBS cannot generally trace individuals abroad. If the school recruits an individual from overseas, or an individual who has lived or worked abroad for three or more months in the last five years they should be required to obtain overseas criminal records checks for each country they have spent time in (i.e. where they have lived or worked for 3 months or more). Where the applicant has lived or worked abroad for three or more months, longer than five years ago, and worked in what would be regarded as regulated activity in the UK with children during that time they will also be required to obtain overseas criminal records checks for the relevant country/countries. These thresholds do not remove the need to consider other overseas residence or employment where it may be relevant to suitability. The school will consider the individual's full history and document the additional checks required.

30.3. Any documents not provided in English must be accompanied by a certified translation. Translator credentials should be provided, along with an official declaration that the translation is accurate. For more information see Certifying a document - GOV.UK.

30.4. The school will verify overseas evidence and obtain advice from its appointed HR adviser where necessary.

30.5. The Department for Education has issued guidance on the employment of overseas-trained teachers. This gives information on the requirements to be followed when employing teachers who have trained abroad.

30.6. Applicants for teaching roles who have taught overseas will be asked to provide a letter of professional standing from the relevant professional regulating authority in each country where they have taught, where available. The letter should confirm whether any sanctions or restrictions have been imposed and whether the authority is aware of any reason why the teacher may be unsuitable

to teach. Any information received will be assessed before appointment. Where evidence cannot reasonably be obtained, section 30.8 will apply.

30.7. The school will follow the requirements of Keeping Children Safe in Education for all individuals who have lived or worked outside the UK, including what to do if such information is not available and what to consider where information about overseas sanctions, restrictions or criminal records are obtained.

30.8 Where appropriate overseas information cannot reasonably be obtained, the school will document the attempts made, assess alternative evidence and obtain HR advice. The headteacher must record whether the available evidence provides sufficient assurance of suitability. Appointment will not proceed where significant concerns remain unresolved.

31. DBS checks for volunteers and Governors

31.1. An unchecked volunteer must not be left unsupervised or undertake regulated activity. The level of checks required will be determined under the following provisions.

31.2 The school will assess each volunteer's actual duties and frequency of attendance to determine whether they will undertake regulated activity. Supervision does not, by itself, remove a volunteer from regulated activity.

31.3 Volunteering involving teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing, is regulated activity when undertaken frequently, on more than three days in a 30-day period, or where the applicable overnight condition is met. Frequent activity normally means once a week or more. Relevant activity undertaken across different settings must be considered.

31.4 Relevant personal care, or healthcare provided by or under the direction or supervision of a regulated healthcare professional, is regulated activity even if undertaken only once. Relevant personal care includes assistance with toileting, washing, bathing or dressing because of age, illness or disability, and assistance with eating or drinking because of illness or disability.

31.5 Volunteers undertaking regulated activity must have an enhanced DBS check with children's barred list information. Existing volunteers whose duties now fall within regulated activity must also have the appropriate checks.

31.6 For volunteers who do not undertake regulated activity, the school will retain a written risk assessment determining the checks and supervision required. An enhanced DBS check without barred list information will only be requested where the role is eligible. Barred list information must not be requested where the individual is not engaging in, or seeking to engage in, regulated activity.

31.7 All volunteering arrangements must be agreed in advance and managed in accordance with the school's Volunteer Procedure. This includes the written assessment of the role and required checks, applicable application and reference requirements, safeguarding induction, supervision and access arrangements, and retention of records. Changes to duties, attendance frequency, overnight activities or relevant work or volunteering in other settings must be reported and reassessed before the changed arrangement begins.

31.8 Where volunteers are supplied by another organisation, the school will assess the proposed role, obtain and retain written confirmation of the appropriate checks undertaken by that organisation, verify the individual's identity and provide school-specific induction. Any gaps in the required checks must be resolved before the volunteer starts. The school will not unnecessarily duplicate the supplying organisation's recruitment process.

31.9. All governors appointed or elected must have an enhanced DBS without barred list check. **If the governor will engage in regulated activity** they must have an enhanced DBS **with** barred list check.

31.10. Keeping Children Safe in Education September 2019 clarified that it is not a requirement to complete an enhanced DBS check on an associate member appointed by the governing body to serve on one or more governing body committees.

31.11. A person is disqualified from holding or continuing to hold office as a governor of a maintained school if they are subject of a section 128 direction. As maintained school governors are only required to have an enhanced DBS without barred list check (unless they undertake regulated activity) schools must check if a person they propose to recruit as a governor is barred as a result of being subject of a section 128 direction via the current DfE/GOV.UK section 128 checking arrangements.

32. Agency, third party staff and supply teachers

32.1. An enhanced DBS with barred list check is required for all supply teachers who are engaged directly by the school and those working via an agency/third party.

32.2. Schools who engage supply teachers directly are responsible for undertaking all of the required pre-employment checks including the DBS check and overseas checks. Where a supply teacher does no supply work for three months or more a new DBS check should be completed (or a check via the update service where the supply teacher has registered for the update service for the correct level of check – note schools still need to see the original physical certificate when an applicant uses the update service).

32.3. Before taking on a member of supply or other agency staff provided by an agency/third party, the school must obtain written confirmation from the agency/third party that all necessary pre-employment checks **for the individual** have been carried out and are satisfactory. In relation to DBS Disclosures the written notification from the agency/third party must confirm that a relevant DBS check, including barred list check where appropriate, has been obtained, and whether the check was complete with 'no content' (which means that the check is clear), or check is 'complete with content' (which means the check is not clear). Where there is content on the certificate, the school must be shown the DBS Disclosure by the individual before he/she starts work. The school must decide whether or not to accept the agency/third party worker following the points in section 39 below. The individual must not undertake any work until this process has been followed.

32.4. Schools must check the identity of the person presenting themselves for work to ensure he/she is the same person on whom the checks have been made.

33. Contractors

33.1. Where schools use contractors to provide services they should set out their safeguarding requirements in the contract between the organisation and the school.

33.2. The school will ensure that the contractor, or any employee of the contractor, who is to work at the school, has had the appropriate level of DBS check. Those who will engage in regulated activity must have an enhanced DBS with barred list check. For those who will not engage in regulated activity but whose work provides an opportunity for regular contact with children (regardless of whether the contractor works on one or more than one site an enhanced DBS without barred list check will be required. Where there is no regular opportunity for contact with children the school will decide whether it is appropriate to require a basic DBS check.

33.3. The school must obtain written confirmation from the contractor's employer that all pre-employment checks including the appropriate level of DBS check where required have been carried out and are **satisfactory for each individual** that they send to work at the school. Such procedures should include overseas checks for each country that a worker has lived/worked in as set out in section 30 on those who have lived/worked overseas above.

33.4. In relation to DBS Disclosures the **written notification** from the contractor's employer must confirm that a relevant DBS check, including barred list check, where appropriate, has been requested, whether the contractor's employer has received a notification email from the DBS and whether this email stated that the check was complete with 'no content' (which means that the check is clear), or check is 'complete with content' (which means the check is not clear). Where there is content on the certificate, the school must be shown the original DBS Disclosure by the individual before they start work. The school must decide whether or not to accept the contractor following points in section 39 below. The individual must not undertake any work until this process has been followed.

33.5. Under no circumstances should a contractor or contractor's employee for whom an appropriate level of DBS check has not been undertaken be allowed to work unsupervised or engage in regulated activity.

33.6. Where a self-employed contractor requires a DBS check, the school will arrange the appropriate check or inspect a suitable certificate obtained by the individual through an authorised DBS umbrella body. The school will verify identity, eligibility, workforce and level of check, and use the Update Service where appropriate and with consent.

33.7. The school must check the identity of each individual sent to work at the school by a contractor on arrival at the school.

34. Trainee/student teachers

34.1. For salaried trainee teachers employed by the school, the school will complete all required pre-appointment checks.

For fee-funded trainee teachers, the school will obtain written confirmation from the training provider that all required checks have been completed and the trainee has been judged suitable to work with children. Identity will be checked on arrival.

Where trainees work in relevant childcare provision, the arrangements must include applicable childcare disqualification checks and EYFS requirements.

35. Visitors, work experience, and host families, alternative provision

35.1. Keeping Children Safe in Education also provides information on a range of people who may come into school or come into contact with pupils from the school via the school. The school will refer to, and follow, the requirements set out. Work-experience placements will also be assessed and managed in accordance with the school's Volunteer Procedure, including its provisions for students under 16 and those aged 16 or over. The assessment, required checks and supervision arrangements must be agreed and recorded before the placement begins.

35.2 Young volunteers visiting classrooms will be managed using the school's Parent/Carer Consent Form, Young Volunteer Code of Conduct, Visit Cover Sheet and Induction Checklist, supported by the relevant classroom visit risk assessment. The visit organiser must confirm the activities, named supervision and approval before the visit. Formal work-experience placements will be assessed and managed separately under the relevant provisions of the Volunteer Procedure.

35.3 Before placing a pupil with an alternative provision provider, the school will obtain written confirmation that appropriate safeguarding checks have been completed on individuals working at the provision, equivalent to those the school would otherwise undertake. The school remains responsible for satisfying itself that the placement and safeguarding arrangements are suitable.

36 Duty to make a referral to the DBS and referrals to the Secretary of State

36.1 The school must refer an individual to the DBS where it has removed them from regulated activity, or would have removed them had they not left, and believes that the individual has engaged in relevant conduct, satisfied the harm test, or received a caution or conviction for a relevant barring offence. This duty applies to paid staff and volunteers. Resignation or cessation of volunteering does not remove the duty to refer.

36.2. The legal duty to refer also applies where the individual is deployed to another area of work that is not regulated activity.

36.3. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual.

36.4. Further guidance on when to refer to the DBS is found on GOV.UK and advice should be sought from the school's HR adviser.

36.5. Where a teacher's employer, including an agency, ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if he/she finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person. Further guidance can be found on GOV.UK

37. Working when a DBS Disclosure is delayed or outstanding

The arrangements in this section do not permit a person to begin working or volunteering in provision covered by the EYFS framework before the required enhanced DBS certificate, including children's barred list information, has been received and checked. The limited exception for supervised volunteers who help only occasionally, such as parents assisting on a day trip, will be applied in accordance with the current EYFS framework and the school's volunteer procedures. It does not apply to overnight volunteering or relevant personal care.

Outside EYFS provision, an exceptional supervised start while an enhanced DBS certificate is outstanding may only be authorised by the headteacher following a written risk assessment, satisfactory completion of all other required checks and, where the role involves regulated activity, a separate children's barred list check.

37.1. Electronic completion of DBS checks mean 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's discretion and the following requirements:

- The headteacher 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.
- **All** other pre-employment checks have been completed.

- Where the role involves regulated activity with children, a separate children's barred-list check has been completed satisfactorily.
- The individual is **supervised** at all times until full DBS clearance has been received.

37.2. If the headteacher 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. The headteacher will obtain advice from the school's appointed HR adviser where there is uncertainty about whether an individual may start work or about the arrangements required while a DBS certificate remains outstanding. The headteacher will obtain HR advice on any contractual and pay implications of delaying an agreed start date.

37.3. Supervision requires the headteacher 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

37.4. 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).

38. DBS certificates

38.1. DBS certificates are sent directly to the individual on whom the check has been carried out. The school will monitor applications through its appointed DBS checking provider and inspect the applicant's original certificate in accordance with section 38.2. Provider notifications do not replace inspection of the certificate.

38.2. The school will inspect the applicant's original DBS certificate and record the check before work begins. Any exceptional start outside EYFS provision while a certificate is outstanding must meet all the conditions in section 37. A notification that a check is complete does not replace inspection of the certificate.

39. Recruitment of applicants with criminal records and assessment of disclosures

The school assesses applicants fairly against the requirements of the role. A criminal record does not automatically prevent appointment, except where a legal prohibition applies. The school will request only information it is legally entitled to obtain and will not take protected convictions or cautions into account. Relevant disclosures will be discussed with the applicant and assessed individually, taking account of safeguarding responsibilities and the factors below. Decisions and reasons will be recorded confidentially. The school will comply with the DBS Code of Practice

39.1. A positive disclosure (i.e. 'with content') from the Disclosure and Barring Service is a certificate that shows cautions, warnings or convictions. It may show spent convictions and also unspent convictions, and for enhanced checks, it will also show other information that a police force deems relevant to disclose based on the nature of the job that the individual will be employed to do.

39.2. Where a certificate contains information, the headteacher will inspect it, discuss relevant information with the applicant and complete a documented suitability assessment. Advice will be obtained from the school's appointed HR adviser. Where information raises safeguarding concerns, the headteacher will consult the local authority designated officer (LADO), where appropriate.

39.3. The headteacher will record the appointment decision and reasons, taking account of any advice received. Appointment must not proceed while significant suitability concerns remain unresolved. Records will be managed in accordance with section 44.4.

39.4. The headteacher should assess cases fairly, on an individual basis. 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. 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
- any explanations provided by the applicant
- whether the individual accepts responsibility for their actions
- 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
- if the applicant is applying for a teaching role the incident should be considered in the context of the Teachers' standards and the teacher misconduct guidance.

39.5. Further discussion should take place regarding:

- whether the applicant disclosed information they were legally required to disclose on their criminal record self-disclosure form or at interview
- what level of supervision the post-holder will 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

39.6. Where there is evidence that an applicant may have made a false or incomplete declaration about information they were legally required to disclose, the headteacher will seek advice from the school's appointed HR adviser before deciding whether to withdraw an offer or take action under the applicable employment procedure. The applicant will be given an opportunity to explain any apparent discrepancy. This paragraph must be read alongside section 39.7.

39.7 No adverse decision will be made because an applicant has not disclosed a protected conviction or caution, or other information they were not legally required to disclose. Before concluding that a declaration was false or incomplete, the school will establish the applicable disclosure requirements and obtain HR advice.

40. Single Central Record of Recruitment Vetting Checks

40.1. The school will maintain an accurate and up-to-date Single Central Record of recruitment and vetting checks. The School Business Manager will coordinate its maintenance and ensure that completed checks are recorded promptly. The record will cover the following categories, with checks recorded as applicable to the individual's role:

- All staff employed to work at the school, including teacher trainees on salaried routes and staff employed as supply whether employed directly or through an agency or third party, even if they work for just one day.
- The school will additionally record on the single central record details of volunteers on whom DBS checks are required. This is a school recording arrangement; the full volunteer assessment, checks, induction and supervision records will be retained securely in accordance with the Volunteer Procedure

- Governors
- Contractors
- Agency/Peripatetic

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

- Identity
- Professional qualifications
- Right to work in the United Kingdom
- Enhanced DBS
- Barred list check where required
- Prohibition from teaching check where appropriate
- Overseas checks including criminal records checks where appropriate.
- A section 128 direction check for governors.
- Where the school is not the employer, written confirmation from the employer supplying staff that agency workers, contractors and supply staff have had all required pre-employment checks and have obtained the appropriate certificates and that they are satisfactory, including the appropriate level of DBS check and whether or not it had 'content'. This confirmation must relate to the individual person being supplied and not be a blanket statement that all those supplied will be checked. The date this confirmation was received must be recorded on the SCR.

40.3 The school will additionally record the completion dates of applicable childcare disqualification declarations, medical clearance and references.

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

40.5. More details of the records that must be kept for maintained schools can be found in schedule 2 of the School Staffing (England) Regulations 2009 and the School Staffing (England) Amendment Regulations 2013 and 2015.

40.6. The details of an individual should be removed from the staff tab of the SCR once they no longer work at the school, and moved to the leavers tab on the SCR.

41. References

41.1. References are sought to obtain objective and factual information to support appointment decisions. They should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed.

41.2. References should be taken up on all short listed candidates, including internal ones, before interviewing so that any concerns or discrepancies between the reference and application form can be explored further with referees and investigated further at interview.

41.3. The school will always seek references directly from the referee and should NOT rely on testimonials or open references (i.e. general references often addressed 'to whom it may concern'). Applicants should NOT be asked to obtain their own references.

41.4. The school will check that the referee is the appropriate person within the organisation to give a reference – they must be someone of appropriately senior position within the organisation – the headteacher or a senior manager. References from friends or colleagues should not be accepted. References from schools/colleges should be confirmed by the headteacher as accurate in respect of disciplinary investigations.

41.5. At least two references should be taken up for external candidates, and at least one for internal candidates. References should be kept on the successful applicant's personal file. For work in provision covered by the EYFS framework, at least one written reference must be obtained before recruiting any member of staff, student or volunteer. References from family members will not be accepted.

41.6 Where an applicant has not previously been employed, a suitable reference may be obtained from their current or most recent training provider or education setting. The school will verify the referee's authority and resolve any concerns before recruitment is confirmed.

41.7. All external applicants must provide the name of at least two referees from whom confidential references can be sought. The referees should be the current and the previous employer. Where the candidate is not currently employed a reference for their most recent period of employment and the one before that should be obtained including the reason for leaving from the school, college, local authority or organisation at which they were last employed.

41.8. Where these employments have not involved working with children, but the applicant (including internal applicants) has previously worked with children, an additional reference should be sought from the employer that most recently employed the applicant to work with children. If references cannot be obtained prior to interview they should be obtained before the candidate starts and any issues discussed prior to starting.

41.9. If a candidate for a teaching post is not currently employed as a teacher, the school will seek a reference from the school, college or local authority at which they were most recently employed, to confirm details of the applicant's employment and reasons for leaving.

41.10. 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. Reference requests will seek relevant factual information about conduct, disciplinary findings, capability and suitability to work with children, subject to the exclusions in section 41.15. Protected convictions and cautions must not be requested or taken into account.

41.11. Use of a pro forma, tailored to the specific needs of the school, and enclosing the job description and person specification will help to ensure the required information is obtained.

41.12. Every reference request must ask the following:

- 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, salary and reason for leaving
- Specific verifiable comments about applicant's performance and conduct
- Factual details of substantiated safeguarding concerns or allegations that meet the harm threshold, including relevant disciplinary action where the sanction has expired.
- Relevant current disciplinary findings and non-health-related capability information, subject to applicable legal requirements.

41.13. On receipt, references should be checked to ensure that specific questions have been answered satisfactorily and to check that there are no anomalies with the application form. Any discrepancies should be discussed with the candidate.

41.14. The author should be telephoned to ensure authenticity of the reference and that the reference was provided by someone suitably senior within the organisation. This should be logged.

The referee should be asked to provide further clarification as appropriate; for example where the answers are vague. Where clarification is sought by telephone the referee should be asked to confirm in writing any key extra information provided. A written record of any telephone conversation must be kept with the personnel notes.

41.15. References must not include allegations found to be false, unfounded, unsubstantiated or malicious, including repeated allegations with those outcomes. Low-level concerns relating exclusively to safeguarding must not be included unless they meet the harm threshold. Relevant misconduct or poor performance may be included where it would ordinarily form part of an employment reference. If inappropriate or unclear information is received, the school will seek clarification and HR advice before relying on it.

42. Spoken English requirement for public authority workers

42.1. Under part 7 of the Immigration Act 2016 state funded schools have a statutory duty to ensure that workers in public facing roles, whatever their nationality or ethnic origins, are able to speak English with a level of fluency appropriate to the role they are undertaking. Details and guidance can be found in the Government's Code of Practice on the English language requirement for public sector workers. Schools are recommended to read the Code.

42.2. A public facing role is defined as one that requires the worker (including permanent and fixed term employees, apprentices, self-employed contractors and agency staff) to speak to members of the public (including pupils and their parents), either face to face or by telephone, as a regular and intrinsic part of their role. Members of the public can raise a complaint if they feel a public facing worker is not sufficiently fluent. Further guidance can be found in the Government's Code.

42.3. Fluency relates to a worker's language proficiency and ability to speak with confidence and accuracy, using accurate sentence structure and vocabulary. It does NOT relate to regional or international accents, dialects, speech impediments, the tone of conversations, origin or nationality.

42.4. The recruiting manager will identify the level of spoken English appropriate to each public facing role, taking account of the nature and complexity of the interactions and any specialist vocabulary required. The requirement will be proportionate to the duties of the post and consistent with any applicable professional standards.

42.5. Where a role is defined as public facing this should be specified in the job description and person specification. An essential criterion should be included in the person specification. For example 'This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with the public including pupils, answer questions and provide advice, including the use of appropriate specialist terminology relevant to the job role/ profession and where necessary for an extended period of time'.

42.6. The school notes that many qualifications (e.g. GCSE English) do not provide evidence of English fluency as they do not assess spoken English to a sufficient extent. Requiring candidates to hold a qualification in spoken English may indirectly discriminate against those from countries where English is the first language as English fluency tests are not commonly taken. Unless schools decide to use a role appropriate English fluency test for all candidates during the selection process it may be more appropriate to assess fluency as specified in 44.9 below.

42.7. Adverts for public facing roles should state the requirement; for example; 'this role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to converse at ease with pupils/members of the public and provide advice/instruction in accurate spoken English is essential for the post.'

42.8. Schools must ensure that they comply with the Equality Act and avoid discriminating either directly or indirectly. All applicants for public facing roles must be assessed – not just those whose first language is not English, and where appropriate reasonable adjustments must be made for disabled applicants. Further advice can be sought from the school's HR adviser.

42.9. Recruitment panels will assess each candidate's spoken English during the interview and record the evidence supporting their assessment. Where appropriate to the role, this may also be assessed through supervised selection activities involving pupils. The same criteria will be applied consistently to all candidates, with reasonable adjustments where appropriate. Assessment will consider the candidate's ability to:

42.9.1. Choose the correct kind of vocabulary for the situation at hand without a great deal of hesitation

42.9.2. Listen to the member of the public/pupil and understand their needs

42.9.3. Tailor their approach to conversation appropriately to the member of the public/pupil

42.9.4. Respond to the member of the public/pupil clearly with fine shades of meaning, even in complex situations

43. Offers of Employment

43.1. The school will issue an initial conditional offer letter to the successful candidate, followed by the contract of employment setting out the main terms and conditions and any outstanding pre-employment checks or other conditions. Issue of the contract does not itself authorise the individual to start work. Final authorisation to start will be recorded on the Pre-employment Checklist in accordance with sections 15 and 37.

43.2. Where any checks are outstanding the offer should make it clear that employment is subject to satisfactory outcomes of the remaining checks. All offers should be subject to satisfactory medical clearance and a medical screening form should be enclosed. Note: where an Enhanced DBS with barred list check is outstanding a separate barred list must be obtained before the individual is allowed to start work, and they must be supervised at all times.

These arrangements are subject to section 37. They do not permit an individual to begin working in EYFS provision before the required enhanced DBS certificate, including children's barred list information, has been received and checked

43.3. Offers should be made subject to:

- **Newly recruited support staff:** Satisfactory completion of the probationary period specified in their contract, in accordance with the school's Probationary Period Policy. The standard probationary period is three months and may be extended by up to a further two months under that policy. Probation will not normally apply to an existing employee moving to another role within the school.
- **Early Career Teachers:** Successful completion of the two year statutory induction period, unless a recognised exemption applies.
- **Other teaching appointments:** Verification of satisfactory completion of statutory induction or a recognised exemption, as applicable

43.4. The School Business Manager will arrange for the offer documentation and written statement of employment particulars to be issued. The principal statement must be provided on or before the first day of employment. Any outstanding conditions must be identified clearly, and a start must not be authorised contrary to sections 15 and 37.

44. Recording and Retaining Information

44.1. All information considered in decision making should be clearly recorded along with decisions made. The School Business Manager will ensure that recruitment records are reviewed against the school's retention schedule and securely destroyed when no longer required. Access will be restricted to those who need the information for their duties. Relevant retention arrangements will be explained in the recruitment privacy notice.

44.2. Recruitment records relating to unsuccessful applicants, including application forms, shortlisting records, interview notes, assessment results and references, will normally be retained securely for 12 months from the date the applicant is notified of the outcome, and then confidentially destroyed. Records relevant to an outstanding complaint, claim or investigation will be retained until the matter is concluded and any further necessary retention period has been assessed. DBS certificates and criminal-record self-disclosures are subject to the separate provisions below.

44.3. Relevant recruitment records for successful applicants will transfer to their personnel file. Core recruitment and employment records, including the application form, appointment decision, references, offer and contract, will normally be retained throughout employment and for seven years after employment ends, in accordance with the school's retention schedule.

Individual record types will be reviewed separately where a different statutory, safeguarding or other justified retention period applies. DBS certificates, detailed criminal-record information and self-disclosure forms are subject to the separate provisions below.

Positive disclosure information will be managed in accordance with section 44.4.

44.4. The school will retain a record of the DBS check undertaken, including the certificate number, issue date, level and workforce of the check, date checked, person who checked it and the recruitment decision.

Copies of certificates and detailed information disclosed through the check will not be retained routinely. Where retention is necessary, the purpose, lawful basis, restricted access arrangements and review or destruction date will be documented. Such information will normally be destroyed within six months of the recruitment decision.

Where an ongoing suitability assessment requires information to be retained for longer, the school will obtain HR and data protection advice and retain only the information necessary for that purpose. There will be no automatic permanent retention of positive disclosure forms.

44.5. Criminal records self-disclosure forms should be kept securely (in a locked filing cabinet or password protected if held electronically) until – **for unsuccessful applicants** until the interview has been held and a decision not to employ has been made, and **for successful applicants** until information on the form has been compared with any content on the DBS certificate, and where required a positive disclosure decision has been made. After that the form should be confidentially destroyed/deleted.

44.6. Paper and electronic copies of DBS certificates, criminal-record self-disclosures and associated detailed information must be securely destroyed when the applicable retention period under sections 44.4 and 44.5 ends. Any exceptional retention must have a documented justification and review date, with HR and data protection advice obtained. Records awaiting destruction must remain securely stored with restricted access.

44.7. Safeguarding allegation records will be managed in accordance with current KCSIE, the school's retention schedule and any applicable preservation requirement. Records of substantiated,

unfounded and unsubstantiated allegations will normally be retained until normal pension age or ten years from the allegation, whichever is later.

Details of allegations established as false or malicious will be removed from personnel records unless the individual consents to retention, subject to any overriding lawful preservation requirement.

45. Induction

45.1. All new staff, whether permanent or temporary, will receive induction appropriate to their role and responsibilities. Volunteers will receive induction in accordance with the Volunteer Procedure. Agency staff and contractors will receive the safeguarding information and site briefing appropriate to their work. The content and level of detail will reflect the individual's duties, experience and contact with children.

45.2. The content and nature of the induction will vary according to the role and the previous experience of the new member of staff or volunteer.

45.3. The purpose of an induction programme is to:

- Help the new employee to settle quickly in the job
- Demonstrate the importance the school attaches to the individual's development
- Provide training and information about policies and procedures
- Support individuals appropriately
- Confirm code of conduct and expectations and provide examples of behaviour that would not be acceptable.
- Familiarise the new employee with the school's safeguarding policies and procedures.
- Provide opportunities for new member of staff to raise concerns
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately

45.4. Induction programmes should include information about;

- Policies and procedures and systems in place which support safeguarding and promoting welfare of children e.g. the child protection, behaviour, anti- bullying, racism, internet safety, health and safety policies etc.
- Safe practice and standards of conduct and behaviour expected of staff and pupils in their establishment; including the staff Code of Conduct, acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- How and with whom any concerns about child well-being should be raised and the safeguarding response to children who go missing from education
- Other relevant procedures (such as disciplinary, capability, whistle blowing)
- Appropriate level of child protection training according to the role.
- An introduction to the school's designated safeguarding lead and deputies and an overview of their role
- Procedures for reporting concerns or allegations about adults, including low-level concerns, and the reporting route where a concern relates to the headteacher.
- The responsibility to disclose information arising during employment or volunteering that may affect suitability to work with children
- Staff and prospective staff working in EYFS provision must be informed of their duty to disclose relevant arrests, charges, convictions, cautions, court orders and other information affecting suitability, subject to applicable protections for filtered convictions and cautions. Information will be assessed fairly and confidentially; disclosure does not automatically establish unsuitability.

45.5 All staff must read and understand Part one of the current edition of Keeping Children Safe in Education. The school will provide appropriate induction and check understanding. Volunteers will receive safeguarding information and training appropriate to their role. Regular adult volunteers recruited by the school must read and understand KCSIE Part One, with completion recorded through their induction. Occasional helpers and young volunteers will receive the relevant safeguarding information and briefing under the Volunteer Procedure.

45.6. The induction process should support new staff by exploring the issues of child protection so that they do not place themselves or children at risk. It will confirm the individual fully understands what the school expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

45.7 The line manager will coordinate induction and record its completion using the school's Staff Induction Record. For newly recruited support staff, this record will normally be completed at around one month and will serve as the first probation review. The final probation review will normally take place by Week 10 and before the three-month probationary period ends. Expectations, training needs, support and any concerns will be discussed and recorded in accordance with the Probationary Period Policy. The final review will be recorded using the Probationary Period Final Review Record. The outcome must be decided and confirmed in writing before the original probationary period expires. HR advice must be obtained before extending probation or considering termination. Teachers follow the applicable ECT statutory induction or teacher appraisal arrangements rather than the support-staff probation process.

46. Code of Conduct

46.1. All staff must comply with the school's Code of Conduct. Volunteers must comply with the conduct requirements set out in the Volunteer Procedure and the relevant volunteer code of conduct. These expectations will be explained during induction, and completion will be recorded.

47. Post induction and performance management

47.1. Following induction, staff will receive ongoing support and review through the appraisal, supervision or statutory induction arrangements applicable to their role. Objectives and development needs will reflect the responsibilities of the post, school priorities and safeguarding expectations.

47.2. Line managers will provide feedback, identify training and support needs, and address concerns about performance, conduct or suitability promptly through the relevant school procedures.

47.3. The school will encourage and support staff to discuss safeguarding matters, ask questions and raise concerns. Staff will be reminded of the reporting arrangements, including those for low-level concerns, allegations about adults and whistleblowing.

Appendix 1 – Guidance for recruitment panels

Questioning technique

The ability to ask questions that probe deeper and get beneath superficial answers is a skill that takes time to develop and practice. Those who wish to deceive are practiced in the art of deception. They may rehearse model answers to questions about safeguarding or areas of their past and it is essential that the questions asked unpick these responses so that there can be confidence in the validity of the answers.

Example questions and follow up probing 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?
- 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?

Some questions will need following up. By asking a follow up question you start to unpick the initial answer and investigate the validity of the answer and to explore any areas of concern about suitability to work with children. Examples of areas of concern that lead to further probing could include:

- Failure to recognise the adult's position of trust, responsibility and professional boundaries when working with children
- Lack of recognition and/or understanding of the vulnerability of children
- Inappropriate idealisation of children
- Inadequate understanding of appropriate boundaries between adults and children
- Indicators of negative safeguarding behaviours

In addition to interview questions and probing use of other tests and assessments activities you can increase the level of confidence you have when making the final selection decision.

Ground rules for interviewing

- Be properly prepared.
- Have all relevant paperwork for all interviews.

- Have an agreed set of questions but ask additional questions to explore a specific and relevant issue relating to individual candidates.
- Avoid telephone interviews.
- Make notes on candidates' responses and record judgements and the basis for them
- Use Interview Questions Matrix to record all interviews
- Probe to find out about any issues around capability and employment history
- Ensure all your questions are relevant to the job and justifiable.
- Avoid any question or statement that discriminates unlawfully
- Ask questions that are based on actual experiences and behaviour
- Conduct the interview in a relaxed and non-threatening way
- Base final selection decision on criteria previously defined and evidence collated through the recruitment process.

Group exercises and other selection activities

The school may use any of the following activities to help provide evidence that will help a panel in assessing an individual's suitability for a particular post.

- Classroom observation
- Group activities – discussions on relevant topics
- Written work
- Presentations
- Occupational Personality Questionnaire
- Ability Tests e.g. numerical or verbal reasoning
- Assembly slots
- Playground duty

All activities must be aimed at seeking evidence of candidates' suitability for the post as specified in the job description and person specification. The assessment of each candidate should be recorded in a way that captures this.

The more information you can collect, and in as many different contexts, the sounder your ultimate selection decision will be. Remember, it is not easy to ensure consistency and equality when managing group activities, particularly when classes of children are involved.

It is important to be mindful of the equality implications when planning and arranging other assessment activities. Ensure that the criteria on which you are assessing each candidate are the same and measures are put in place to make the foundations of the assessment as similar and equal as possible.

Here are some example topics for group discussion/written work/presentations;

- What does safeguarding mean to you/ group? Present/ discuss/ write your ideas along with suggestions for monitoring and measuring effectiveness
- Where does the responsibility for safeguarding children lie? Discuss the interrelationships and present your conclusions.
- Present a topical article on child protection and ask them to discuss.
- Ask candidates to explain how they would apply the school's safeguarding procedures to a realistic role-related scenario
- Present them with a case study of a child with 'difficult behaviour'/ or based on cause for concerns - discuss
- What is abuse? How do you recognise it and how do you manage it? Discuss/ present?