

DEC 10

SCHOOLS' HUMAN RESOURCES

Recruitment & Selection Procedure

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I. Introduction – Schools Recruitment & Selection Procedure

The Governing Body of the school has considerable responsibilities in all aspects of the recruitment and selection of staff. (*‘County’ Schools, i.e. schools for whom the Royal Borough is responsible, recruit employees on behalf on the Royal Borough, who remains the Employer. ‘Voluntary Aided’ and ‘Voluntary Controlled’ Schools are the Employer and recruit employees directly.*)

Effective processes are central and crucial to the successful running of all schools and equality of opportunity, and have a direct impact in raising educational achievement.

The recruitment process is often the first encounter that individuals have with a school and therefore it is of vital importance that all candidates, whether successful or not, leave with a positive image of the school.

This Code of Practice is based on Greenwich Royal Borough’s corporate model and supercedes all previous Codes of Practice on Recruitment and Selection and incorporates the requirements arising from the Bichard Report; the Safeguarding and Welfare of Children. Further advice is available in the DfES guidance “Safeguarding Children: Safer Recruitment and Selection in Education Settings,” via the on line training provided by the National College for School Leadership and Children’s Services Bulletins by Education Personnel.

When using this Code reference should be made to both the main index above and the list of appendices at section 29. The appendices include a range of useful forms, sample letters and additional guidance notes.

All members of recruitment and selection panels should familiarise themselves with this Code before embarking on the selection process. Those involved should note the importance of planning and setting aside sufficient time so that safeguards are not skimmed or overlooked, and to ensure successful recruitment.

The Code has been adopted by the school as its Recruitment and Selection Policy. It provides advice and guidance on all aspects and stages of the recruitment and selection process.

Further advice and guidance can be obtained from the School’s Personnel Adviser.

2. Equal Opportunities and Employment Legislation

2.1 Equal Opportunities

In accordance with it’s Equal Opportunities Policy, the School aims to employ a workforce that reflects the diverse community it serves and does not allow for discrimination on the basis of gender, sexual orientation, age, marital status, disability, race, colour, ethnic or national origin.

The School believes that it must recruit the best person for the job and that any occurrence of discrimination would prevent this from happening.

All employees have a duty to promote the spirit of the School's aim and must not, legally or morally, discriminate against other employees. If this is contravened, it can be regarded as an act of gross misconduct under the School's Disciplinary Rules.

2.2 Employment Legislation

There is much employment legislation that is relevant to the recruitment and selection process and needs to be considered at all stages. Detailed advice and guidance can be obtained from Education Personnel Services, but the key points are set out below.

2.2.1 The Sex Discrimination Acts 1975 & 1986 and Race Relations Act 1976 and (Gender Reassignment) Regulations 1999

The Sex Discrimination and Race Relations Acts make it illegal to discriminate in two ways:

Direct discrimination - where a person is treated less favourably than another person is, or would be, treated, on the grounds of sex or race, e.g. by advertising for women teachers, or rejecting a woman candidate because of the assumption that women as a sex are physically weaker or more vulnerable to criminal attack than men.

Indirect discrimination – a provision, criterion or practice which has the effect of disadvantaging one sex or racial group(s) because they cannot comply with it. This is because the proportion of one sex or racial group(s) that can comply with the condition is considerably smaller than the proportion of the other sex or racial group's ability to comply with it. For example asking for applicants over a certain weight or height, which could be indirectly discriminatory against women, who are generally lighter and shorter than men, or asking candidates to pass a language test when there is no requirement for the person to have written or oral skills may exclude certain ethnic groups.

The Sex Discrimination and the Race Relations Acts make it unlawful to discriminate, directly or indirectly, in all aspects of employment. This includes direct or indirect discrimination against married people and those undergoing gender reassignment. Although not explicitly specified in the Sex Discrimination Act, the act covers aspects of discrimination on the grounds of sexual orientation.

Under the Acts, the following are also unlawful; instructions to discriminate, pressure to discriminate, segregation, harassment and knowingly aiding any unlawful act of discrimination.

The Acts do allow for lawful positive action, (taking action to attract potential candidates from ethnic groups or genders that are currently underrepresented in the organisation) but positive discrimination (recruiting an individual specifically because of their ethnic origin or gender) is illegal.

However, Genuine Occupational Qualifications allow for the limited circumstances where race or gender can be an acceptable qualification for a job because of the service they will provide or for reasons of decency, e.g. advertising for a male cleaner in a male changing room. Advice should be sought from Education Personnel before including a Genuine Occupational Qualification clause in an advert.

Schools must ensure that their employment practice and procedures do not disadvantage members of one sex or racial group.

In addition, the Race Relations (Amendment) Act 2000 made race discrimination unlawful in the carrying out of public authority functions and placed a duty on public authorities to promote race equality.

2.2.2 The Disability Discrimination Act 1995 (DDA) and related statutory instruments (Code of Practice on Employment and Definition of Disability).

The employment provisions of the DDA make it unlawful to discriminate against a person with a disability either by refusing to offer employment on the grounds of their disability or to discriminate against them during employment. Employers have a duty to make reasonable adjustments to working arrangements or premises in order to accommodate the needs of disabled employees and job applicants. Disability is defined as something that has a substantial long-term adverse impact on a person's ability to undertake normal day to day activities.

2.2.3 The Equal Pay Act 1970 (as amended 1983)

The Equal Pay Act entitles an employee to equal pay (and other contractual terms and conditions) with an employee of the opposite sex if they are doing work which

- is the same or broadly similar;
- has been rated as equivalent by an analytical job evaluation scheme;
- can be shown to be of equal value in terms of the demands made on the worker.

2.2.4 The Rehabilitation of Offenders Act 1974

This act gives ex-offenders the right to be rehabilitated and to regard their conviction as being 'spent' after a specified period of time subject to certain conditions. It is illegal for an employer to discriminate against an ex-offender on the grounds of a spent conviction.

However, all jobs that involve unsupervised access to children or other vulnerable groups are exempt from the provisions of the Act.

2.2.5 The Part-Time Workers Regulations 2000

Under the provisions of the Act it is unlawful to treat a part-time worker less favourably than a comparable full-time employee. Therefore there should be no different treatment in the selection process for a part-time post, or for a candidate who wishes to work on a part-time basis. Where possible part-time or job share

candidates should be considered where the operational aspects of the post and accommodation allow it.

2.2.6 Human Rights Act 1998

The Human Rights Act allows for protection against a number of basic rights. It underlies all other legislation and gives the right for prohibition of discrimination. All selection processes should avoid reference to candidates' personal or family circumstances.

2.2.7 Asylum and Immigration Act 1996

This Act requires employers to ensure that employees are legally gainfully employed within the UK, to minimise the possibility of illegal immigrants. Every candidate invited for interview must produce one of a statutory list of documents to confirm their identity and their right to be gainfully employed in the UK, which include:

- An official document which include their National Insurance number, but not a temporary one
- A passport
- Birth Certificate

2.2.8 Other Relevant Legislation/Guidance:

- The Local Government and Housing Act 1989.
- Recent case law and on the advice and guidance, including relevant Codes of Practice, issued by the Commission for Racial Equality, the Equal Opportunities Commission, the Employment Services (Placing, Assessment and Counselling Team) and the Lesbian and Gay Employment Rights Organisation.
- The School's Pay Policy.
- Last but very importantly, recommendations arising from the Bichard Inquiry relating to Safeguarding Children in Education, published by the DfES in 2004.

3. Job Analysis

3.1 All schools have a staffing structure, either in place or one the school is working towards.

3.2 Vacancies occur for a number of reasons, including resignations, restructures, retirements and dismissals.

3.3 When a vacancy occurs, the school should:

- review its needs in terms of staffing,
- consider whether to recruit to the vacancy in its previous form or
- whether to make changes to the post.

3.4 Job analysis provides a structured way of understanding the job in order to write a good Job Description and Person Specification.

- It is about:
 - posts, not people;
 - facts, not judgements;
 - analysis, not lists.

- It can be done through a written questionnaire completed by the postholder/line manager or through face to face interviews with the postholder, their manager and any other relevant stakeholders who can provide the necessary information about the post. It can also be done through a combination of both means, where a questionnaire is completed first and then the job analyst meets the relevant individuals to question and further expand on the written document.

- The job analysis process may include gathering additional information such as:
 - structure chart showing the position of the job;
 - context of the post, such as background information about the organisation or team, how the job fits into the department, and any special environmental factors;
 - budgets, money or resources managed and degree of control;
 - number of staff managed;
 - main contacts and the purpose of the contacts;
 - examples of decisions taken, and whether taken independently or with close supervision;
 - examples of problems dealt with or initiatives taken to demonstrate the complexity of the job;
 - the context of the job - where the work comes from and where it goes to – it's impact;
 - any other information which may affect the “size” of the job.

- This additional information is also key in the job evaluation and grading process as set out in Section 6.

4. The Recruitment and Selection Panel

4.1 The Recruitment and Selection Panel must be formed as soon as the decision to fill the post is made.

4.2 The Panel must consist of at least two and normally no more than four people, except for appointments by the Governing Body.

4.3 The Panel must include a woman or person from an ethnic minority, if at all possible.

4.4 If the Panel requires specialist advice on equalities issues they should consult with their Personnel Adviser or with a relevant equalities adviser.

4.5 The Panel must participate in agreeing the Person Specification and drafting the advertisement, agreeing the information pack for applicants, drawing up the shortlist and methods of selection, setting and marking tests, and preparing the questions and (suggested answers) to be asked of candidates, as well as in conducting the interview.

4.6 The Panel should have had appropriate training and/or experience in recruitment and selection.

4.7 Should a member of the Panel become unavailable at any stage during the recruitment process, prior to interview, the Chair of the Panel should seek to find a replacement Panel member to continue the process. If one member of the Panel becomes unavailable during the interview process, interviews may proceed but only the assessments of the two Panel members who saw all the candidates should be taken into account. If more than one Panel member becomes unavailable, the Panel should either reconvene at a more suitable time, or a new Panel should be convened and the interviews held afresh.

4.8 Every member of the recruitment Panel shall disclose to the Chair any relationship known to her/him to exist between herself/himself and a candidate for an appointment of which s/he is aware. The Chair will then decide whether to exclude the person from the Panel depending on the nature of the relationship.

5. Job Descriptions and Person Specifications

If the decision has been made to recruit to the vacancy, one of the first stages is to ensure that the Job Description and Person Specification are reviewed and updated where necessary.

Every post within the school must have a Job Description and Person Specification, which are clear, concise and up to date and contain information which relates to the post and its requirements.

5.1 The Job Description

The Job Description should:

- list current duties and responsibilities that the postholder will be required to undertake;
- highlight broad accountabilities;
- make reference to the responsibility for safeguarding and promoting the welfare of children;
- include a statement on equal opportunities, e.g. 'Undertaking all duties within the framework of Equal Opportunities.' Leadership/management posts or other appropriate posts will require more specific references to responsibilities/duties relating to Equal Opportunities;
- Include responsibility for managing sickness absence where appropriate.

It should **not**:

- be over complicated
- attempt to detail every possible aspect that the job may cover;
- include any discriminatory language, e.g. 'storeman' should read 'storekeeper'.

5.2 The Person Specification

5.2.1 The Person Specification is a list of carefully considered and completely justifiable criteria which identify the skills, knowledge, abilities, experience and qualifications necessary to carry out the duties of the post.

5.2.2 The Person Specification should include specific reference to suitability for working with children. In addition the interview should explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline.

5.2.3 When prepared, and used accurately, Person Specifications will improve the reliability, consistency and validity of decisions made in recruitment. Research has shown that discrimination in selection is most likely to occur firstly where there are no clear criteria being applied, and secondly, where there is informality in the selection procedures. One way of overcoming both these barriers is to draw up and use accurate Person Specifications. The Person Specification is probably the most valuable tool in the whole of the recruitment and selection process; it will form the basis of any advertisements which are drawn up; it will provide the Panel with the criteria to screen out applications at shortlisting stage; it will enable interviewers firstly to structure their interviews, and secondly to decide who to select and reject – in short, it will enable the Panel to select the best candidate for the job through a fair and justifiable procedure that will withstand scrutiny.

5.2.4 By using Person Specifications the possibility of discrimination is reduced since the selection of candidates will not depend purely on the likes and dislikes of individual interviewers. On the other hand, a badly drawn up Person Specification which has ambiguous criteria can be just as bad as having no Person Specification at all. Person Specifications, therefore, have to be drawn up with care and attention, if they are to be both accurate and fair.

5.3 Drawing up Person Specifications

5.3.1. All jobs must have a Person Specification.

5.3.2 The Person Specification must be agreed by the Selection Panel. It will save time if a draft Person Specification is prepared by the Panel member most familiar with the job vacancy and then Panel members either meet to agree the final document, or submit their comments in writing.

5.3.3. Before beginning to write the Person Specification the Panel member responsible should establish whether a Person Specification exists from a former recruitment exercise as this may provide useful information for reviewing the needs of the post. If the vacant post is one for which there is a generic Job Description the Panel must use the generic Person Specification, and the Panel member should check with the manager responsible whether the Panel has authority to amend the Person Specification in any way.

5.3.4 There are a number of ways in which indirect discrimination can creep into a Person Specification. For example, seeking educational qualifications which are much higher than those actually required to perform the job, or setting standards of physical strength which again are more than required to perform the work or setting any requirement or condition which cannot be objectively justified and which may pose an "absolute bar" to a particular group of people in applying or being considered. Such a requirement could put the employer in breach of legislation, especially in matters of race, gender and disability. If bias creeps into the Person Specification, it will affect the whole of the recruitment and selection process right through from the wording of advertisements to the final selection of the candidates.

5.3.5 It is essential, therefore, that all criteria contained in the Person Specification are scrutinised carefully for their possible unfairness. Factors in the specification must be objective, quantifiable and not unnecessarily restrictive.

5.3.6 It is essential for criteria to be clearly specified. The list on the left below gives examples of unclear criteria, whilst the list on the right indicates what clarification is required.

Unclear Criteria

Clarification required

Clerical/admin experience
Relevant experience
Experience in a related field

How much experience is required?
This should be clearly stated
e.g. 2 years not 2-4 years.
Indicate what is considered relevant/related.

Good/basic knowledge of English - write reports.

Define level required by the duties of the job. What kind of reports?

Literate/Numerate
Familiar with maths

Define level of ability required.

Communicate orally and in writing.
Communicate with officers/
members of the public

For what purpose and with whom?

Organisational skills
Management skills

For what purpose and at what level of responsibility?

Supervisory skills

Physical ability to do the job

Consider carefully whether the job has any particular physical needs. Remember that these may indirectly discriminate against certain people.

5.3.7 Language used in Person Specifications must be clear, concise, free from jargon, descriptive and precise. Each criterion must be specific and separate. Criteria mixed together can lead to imbalances which would later distort the final assessment of candidates.

5.3.8 Person Specifications may contain essential and desirable criteria. However, the use of desirable criteria is strictly limited. Desirable criteria should be used in two instances: firstly, to reduce a long shortlist to manageable size, and secondly, to decide between candidates who have been rated equally at interview. The presence of desirable criteria on a Person Specification does not automatically mean that they will be taken into consideration, and Panels should ensure that it is made clear to applicants under what circumstances desirable criteria will be applied.

5.3.9 Desirable criteria may be included in the Person Specification where the Panel are able to identify skills and abilities that, whilst not essential to the job in question, would, if possessed by the post holder, significantly improve the range or level of service provision, e.g. language skills; or use of a specified computer application. Panels should consider carefully the impact of using desirable criteria on internal and external candidates and should ensure that neither group is disadvantaged by their use. Like all criteria, desirable criteria will need to be tested. If, for example, the community language criteria mentioned previously is used then it would be appropriate to incorporate a language test into the selection process.

5.3.10 The criteria identified in the Person Specification must be strictly based and justified on the minimum requirements necessary to perform the job safely and effectively. It should be possible, therefore, for the Panel to be able to say "We have included ability x because it is clearly required in order to carry out tasks y and z in the Job Description".

5.3.11 Person Specifications should not over-specify and demand qualities in the successful candidate which are unduly sophisticated for the level of job.

5.3.12 The Person Specification is divided into five sections -

- a. Experience/Education
- b. Skills/Abilities/Knowledge
- c. Equal Opportunities
- d. Safeguarding and Promoting Welfare of Children
- e. Other Requirements

5.3.13 Not all sections of the Person Specification may be relevant to every job e.g. educational attainments may be an irrelevant criteria for some posts. All jobs, however, must have criteria relating to Equal Opportunities.

5.3.14 Experience/Education:

- This section details the period, and type of experience, and the educational background and qualifications without which a person will not be able to carry out the duties of the post in question.
- Experience and/or educational requirements should not exceed those used in the Job Evaluation of the post. In recognition of the fact that the majority of newly recruited postholders will undergo a significant learning/training process before they are fully effective in the post, the experience requirements may be less than those used in the Job Evaluation.
- Education includes vocational training or study which leads to a qualification which may be required by a certain profession, or is necessary for a particular job.
- Candidates must be told in advance if qualification is a pre-requisite and that the Certificate/Degree will be seen at appointment stage.
- School qualifications should not be included, neither should possession of a degree be used to assume a certain level of intelligence or competence as this will exclude potential employees who may have the necessary qualities but not the educational qualification.
- Education and experience should be considered in relation to each other and neither element should be taken in isolation. Relevant experience should, in most cases be regarded as an alternative for any educational requirements. Where a qualification is considered necessary, an alternative number of years experience should also be specified, except in those circumstances where possession of the qualification is a legal or professional requirement.

5.3.15 Skills/Abilities/Knowledge:

- This section relates to the practical ability to perform given tasks. For this purpose a skill is defined as something already achieved by the candidate (e.g. an appropriate qualification in manual handling techniques) and an ability as a demonstrable potential to achieve (e.g. ability to maintain the health and safety of pupils and colleagues.) In the first instance a candidate who did not possess such a qualification would not meet the that criterion; in the second instance a candidate who could demonstrate a general understanding of good Health & Safety practice would indicate their ability to fulfil that criterion within a reasonable length of time.
- Knowledge may not always come from experience and should not be assumed as implicit in an experience criteria.
- It may be awareness, understanding or information which will enable the person to do the job more efficiently. e.g. in the case of a Classroom Assistant

who provides support for pupils with sensory or physical impairments, a demonstrable knowledge of general disability issues.

- The Person Specification for all supervisors and management posts must include a requirement that successful candidates must have “the ability to effectively manage sickness absence”.

5.3.16 Equal Opportunities:

- This section relates to the responsibility of each postholder to implement, develop and/or promote Equal Opportunities within the duties of the post.
- A general criteria might read "Ability to implement Equal Opportunities initiatives", while a management post might also have the criteria "Ability to manage and develop staff within the framework of Equal Opportunities", and a frontline post might require an "understanding of issues around unfair discrimination and an ability to deliver services to the public within the framework of Equal Opportunities".

5.3.17 Safeguarding and Promoting Welfare of Children

- This section relates to the need to safeguard and promote the welfare of children by using the selection procedure to deter, reject or identify people who abuse children and young people or who might otherwise be unsuitable for working with them.
- A general criteria for this section might be Ability to form and maintain appropriate relationships and personal boundaries with children and young people.”

5.3.18 Other Requirements:

- This section includes any other criteria which can be justified by the particular circumstances of the post in question or by schools’ departmental recruitment requirements.
- These should include criteria concerning an acceptable sickness absence record or a requirement for the disclosure of criminal records within the remit of the School’s Policy .

5.4 Health details:

All successful applicants will be required to undertake appropriate pre-employment medical screening to ensure their fitness for the post. The School/Royal Borough has a positive commitment to the employment of people with disabilities and a high level of sickness absence will not automatically constitute a bar to employment.

6. Job Evaluation

6.1 Job Evaluation is a technique for determining the relative size and responsibility of a non teaching post based on its duties and requirements by examining the content and scoring it against different factors. This process determines the grade of a post and is carried out by Education Personnel at the request of the Governing Body. Job Evaluation is important when dealing with the issue of Equal Pay and it ensures that the school pays people equal pay for work of equal value. It should be remembered that the Governing Body make the final determination as to the salary range, but not the conditions of service.

6.2 Jobs should only be evaluated when:

- there has been a reorganisation,
- new posts have been created or
- when there have been permanent increases, or decreases, in the responsibilities of the post.

6.3 In making the final determination as to the appropriate salary range for any post, the school will have due regard to the outcome of any job evaluation and of any equal pay issues.

6.4 When a Job Evaluation is required the School will send a request to Personnel, together with:

- a Job Description and Person Specification,
- a structure chart,
- background information about the post and
- any information to ensure that a thorough examination of the post is carried out.

7. Planning the Selection Process

The recruitment and Selection Panel must be decided as soon as the decision has been taken to fill a post.

When the Job Description and Person Specification are completed, the selection timetable should be agreed and the selection process determined

- Advertising - dependent on media selected
- Closing date - normally 10 working days after the advert appears
- Shortlisting - as soon after the closing date as possible
- Interviewing - a minimum of 5 working days after the shortlisting, more if the candidate must prepare a presentation or other exercise.

It is advisable to set the dates as far in advance as possible so that this information can be included in the recruitment pack and to ensure that all those you want to participate in the interviews have it diarised.

8. Advertising

8.1 The purpose of advertising is to bring the vacancy to the attention of as large a group as possible of those who are qualified to fill it. If posts are not advertised, the school may be in breach of Equal Opportunities legislation. The School Standards and Framework Act requires all schools to advertise Headteacher and Deputy Headteacher vacancies nationally unless there is good reason, for example the merging of an infant and junior school.

8.2 Adverts should be:

- Written to appeal to all sections of the community,
- Clear and concise and written in plain and non-discriminatory language

and include

- Brief requirements of the job
- The necessary and desirable criteria
- A brief description of the School and the location
- That the job is subject to a satisfactory disclosure through the Criminal Records Bureau
- The salary and any other benefits
- The length of contract (if appropriate)
- A statement about the school's commitment to safeguarding and promoting the welfare of children

8.3 Normally adverts will have a closing date of a minimum of 10 working days after the date the advert appears.

8.4 It is advisable for schools to include their commitment to Equal Opportunities in the advert. All adverts placed by Royal Borough of Greenwich on behalf of the School will include the corporate logos and equality statements.

8.5 The Education Personnel Adviser can provide advice about the wording of the advert and choice of appropriate media.

9. Information Packs

9.1 Schools should determine which method of contact by applicants best suits their needs, but it must offer the option for candidates to write in for their information, otherwise applicants with a hearing impairment or other disability, may be disadvantaged.

9.2 The Information Pack from the School should contain:

- Covering letter, including details of the application process and timetable;
- Job Description;
- Person Specification;
- Application Form ;
- Guidance on how to complete the application form;

- The School's Equality Statement
- Copy of the advertisement including salary;
- That the job is subject to a satisfactory disclosure through the Criminal Records Bureau;
- Information about the terms and conditions and
- Specific information about the job, School, Royal Borough of Greenwich, the Diocese or anything else that may be useful for the applicant;
- The School's Child Protection Policy Statement;

9.3 All applicants should be required to submit a standard Application Form by the closing date. CVs should not be accepted, as they do not provide consistent information to enable a fair assessment of a candidate's suitability for the post compared to those applying with a completed Application Form. However the recruitment Panel may consider any relevant information in a CV as part of the candidate's supporting statement on the Application Form.

9.4 On receipt of the Application Form a nominated person should complete initial validity checks on all forms to ensure that:

- Applicants have provided fully the information required.
- Applicants have accounted for all time since leaving school, college or university with no unexplained gaps.

9.5 The form asks candidates who have a disability, and as a result require assistance with completing the Application Form to contact the School. In such circumstances the School should make reasonable arrangements to accommodate any specific needs. If a disabled applicant requests an application pack in an alternative format, such as in Braille or Audio, then it would be unreasonable not to comply with this request.

9.6 On receipt the nominated person should ensure that, when copying and distributing the Application Form for Panel members, the Monitoring Information Section should be removed.

9.7 Late applicants should be informed that their forms would not be accepted, although there is some discretion. However, there must be a consistent approach and the same rules must be applied to all. For example, if one application is accepted late two days after the closing date, then all applications received two days after the closing date must be included.

9.8 The school must be continually vigilant to ensure that any information sent out to candidates is accurate and up to date. All information to candidates should be clear, concise and free from jargon.

10. Shortlisting

10.1 Shortlisting is the process of analysing all applications and considering them in terms of how far they meet the requirements of the Job Description and Person Specification. The criteria must be objective and apply equally to all candidates. No one should be involved in any stage of the selection process if they have a personal or

family relationship or other connection, which may present a conflict of interest with any of the applicants.

- Shortlisting should be carried out individually and then jointly by all members of the Panel as soon as possible after the closing date.
- The Chair of the Panel or person supporting the process should arrange for the Individual Shortlisting Form to be prepared and circulated to Panel members. Panel members should measure each application form against the agreed criteria and assess each candidate's success in demonstrating that they meet the criteria using the following codes:
 - 4 = Comprehensively meets the requirements
 - 3 = Nearly fully meets the requirements
 - 2 = Partially meets the requirements
 - 1 = Hardly meets the requirements
 - 0 = Does not meet the requirements

10.2 Following the initial shortlisting, Panel members should meet to discuss their assessment and reach a joint shortlist agreed by the majority of the Panel members. This decision should be recorded on the Panel Shortlisting form.

- The Panel must be satisfied that the Application Form has been completed fully and that there are no anomalies or discrepancies or gaps in employment. Any such gaps should be part of the consideration of whether to shortlist an applicant. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or mid-career move from a permanent post to a temporary/cover post, also need to be explored and verified. It is quite proper to discuss this with the applicant before shortlisting or at interview.
- Decisions should be made purely on the information on the form and assumptions (either positive or negative) should not be made.
- If there is only one application and the candidate fulfils the Person Specification, the Panel may decide to interview the candidate. Alternatively the Panel may decide to seek further applications by re-advertising and notify the one candidate that their application will be reconsidered automatically; although they should be given the opportunity to submit a new application if they so wish.
- Applications should be considered fairly, with the criteria being consistently applied to all applicants. For some posts, all or most of the applications may fail to give sufficient evidence of meeting an agreed shortlisting criteria. When this occurs the Panel may choose to abandon the criteria as a shortlisting requirement and test it later in the recruitment process.
- The Panel may not use any criteria to produce a shortlist that have not previously been identified to candidates as shortlisting criteria.

- The supporting statement of the Application Form must not be used as a test of literacy. If written communication skills is a job requirement this should be specified in the Person Specification.
Example: Ability to research, write and present reports to the Governing Body.
In this example it would be appropriate to design a practical exercise on report writing skills .
- Prompt acknowledgment gives a positive and professional image. You should contact those who have been shortlisted as soon as possible and give at least 5 working days' notice in writing to give them adequate time to prepare for the interview and any other selection method
- If there is a disabled candidate the following sentence must be included in the invite letter.
'Is there anything we need to know about your disability in order to offer you a fair selection interview ? If there is please contact the school'.
- Request for references should be sent to referees indicated on the Application Form at this stage. The referees given should include the current employer as a referee; if this is not the case a reference should be sought from the current employer in any event. Further details regarding references can be found in Section 19 of this proforma..)
- It is good practice to write to those candidates not shortlisted for interviews. However if this is not possible, then there should be a statement in the Application Pack stating that if people have not heard with 20 working days/by the date of the interview then they should assume that their application is not successful.
- Candidates with a disability who are not shortlisted must be informed of the reasons why they were not successful.

11. Achieving a Manageable Shortlist

11.1 In recruitment exercises for jobs which require fairly basic skills and/or little experience, or when recruiting during a time of high unemployment Panels may need to prepare a shortlist from a large field of candidates, the majority of whom fully meet the shortlisting criteria.

11.2 Generally it is the School's policy to shortlist applicants who meet the specified shortlisting criteria. However, this clearly becomes unmanageable when the number of candidates who qualify for shortlisting is large. It is for the Panel to decide how large a shortlist they can manage based on an assessment of the likelihood of finding a suitable appointee, the time available for the selection process and the suitability of the methods of reducing a shortlist to the post in question.

11.3 All disabled candidates who are included in the original shortlist should automatically be included in the final shortlist and should not be considered in any exercises to reduce the original shortlist. As the Panel will not necessarily know which candidates are disabled, the Panel should consult the appropriate person in the School who will identify these from the Monitoring Information Section of the Application Form and advise the Panel as necessary.

11.4 Methods of reducing a shortlist.

There are a number of means of reducing a shortlist, these include:

- Use of the desirable criteria on the Person Specification.
- Use of one of the desirable criterion from the Person Specification and arrange for it to be tested as part of the selection process.
- All candidates on the original shortlist should be invited to take part in this testing of the additional desirable criterion.
- The panel should not use the Application Form as the test of whether the candidate meets this desirable criterion. (Candidates may not have addressed on their forms expecting that it will be covered at a later stage of the selection process.)

11.4.1 Where a test is used, unsuccessful internal candidates should be provided with feedback on their performance. It is advisable to keep a written record to justify any claims of unfair treatment.

11.4.2 Whichever method of reducing the initial shortlist is used, candidates must be informed of any changes to the previously communicated procedure.

- If a Panel anticipates that they may use one of the methods listed under 11.4 above the following paragraph should be included in the application pack:
"In the event of a large number of suitable applications for this vacancy the initial shortlist will be further reduced by (use of desirable criteria included in the Person Specification/random selection etc). All disabled candidates who are included in the original shortlist will automatically be included in the final shortlist."

12. Selection Methods

12.1 All aspects of the application process should be treated with confidentiality and only those involved in the process should have information about applicants. There are various techniques available to select the most suitable applicant. Interviews are commonly used as they are easy to administer and familiar to both parties. Other additional selection methods include practical tests, psychometric tests or presentations. Selection tests should only be used if appropriate to the post and must be of value to and enhance the selection process.

12.2 Selection Interviewing

It is advisable that all members of the interview Panel have attended Selection Interviewing training or have relevant experience. The Panel should meet before the day of the interview to discuss and agree questions and the format for the interview. The Panel will have a Chair, ideally an odd number of members and where possible an appropriate mix of ages, gender and ethnic origins.

12.3 The questions must stem from the Job Description and Person Specification and be designed to assess how closely the candidates meet the criteria. Questions that could contravene Equal Opportunities legislation must be avoided, as should those questions which do not relate to the applicant's ability to do the job. Other considerations about the questioning should include:

- Who asks what questions;
- Who will give feedback and
- What order the questions are to be asked

12.4 When planning interviews, the Panel will need to consider:

- The length of the interviews and any tests;
- How each of the selection criteria set out in the Person Specification will be addressed;
- The distance the candidates have to travel to the venue;
- How candidates will confirm their attendance;
- How to deal with special requests;
- Where candidates will wait and
- What facilities (such as OHP or flipcharts) and refreshments will be needed.

12.5 The interview has a dual purpose:

- To carry out a full assessment of the applicant as a potential employee by gathering information;
- To give a positive and realistic image of the job and the school as an employer.

12.6 To ensure that interviews work as effectively as possible they should:

- Be conducted by trained/experienced individuals;
- Be structured to follow an agreed set of questions directly related to the Person Specification;
- Be conducted by a Panel comprising a mix of gender and race, where possible and
- Allow candidates to ask questions of the Panel.

12.7 Also:

- All members of the Panel should complete individual working sheets with notes about the candidate's responses.
- Each candidate's response should be scored e.g. 0 – Does not meet requirements to 4 – Comprehensively Meets Requirements;
- All selection methods should be assessed and judgement should be made and

- All papers should be kept for at least six months (in case of a complaint of discrimination to an employment tribunal).

12.8 Additional Selection Methods

Tests are also used to assess candidates. If they are to be used, then it should be clear what aspects of the Person Specification they are testing and must not contain any bias, which may unfairly discriminate against certain groups.

Examples of tests can include:

- In-tray exercises used to test organising, prioritising and time management;
- Presentations used to assess presentation and research skills and
- Case studies used to evaluate problem solving and written communication skills.
- Other methods include observing teaching, observing assemblies, group discussions, written exercises, role play.

13. Administrative Arrangements for Interview/Selection Tests

13.1 The Chair of the Panel is responsible for ensuring that all necessary arrangements are in place and that this procedure is applied fully and correctly.

13.2 The Chair must ensure that all candidates are aware that they must provide documentary evidence of their legal right to work in the UK prior to interviews.

13.3 The interviews should take place in a quiet and comfortable venue free from all interruptions and distractions. Consideration should be given to the arrangement of furniture, the light, warmth, ventilation of the room, that any equipment required for presentation (such as OHP, IT, Flipchart) are functioning correctly and the reception and induction of candidates.

13.4 If job sharers are being interviewed the Panel should refer to the Job Share Guidelines

13.5 Reasonable expenses should be reimbursed to the candidates according to the School's guidelines

14. Preparing for the Interview

14.1 Prior to the day of the interview the Panel should jointly prepare a list of questions and agree any selection tests which will establish how well candidates meet the requirements of the Person Specification. It may save time if, prior to the joint meeting, one Panel member drafts a set of questions for discussion.

14.2 The Panel will need to determine how these questions relate to any selection tests.

14.3 No questions should be prepared which do not relate specifically to criteria on the Person Specification, unless necessary to clarify aspects of the individual's Application Form as agreed in advance by the Panel.

14.4 While the use, type and number of secondary or probing questions will be largely determined by the fullness of each candidate's responses to the initial questions, the Panel should discuss the degree and intensity of probing that is appropriate for each question. Whilst it is important to get as full a response as possible from the candidates, the Panel need to be aware of the time constraints and interview timetable.

14.5 As well as formulating the questions, the Panel must discuss what key points of an acceptable answer to each might be. This is essential to ensure consistency in assessment and to enable Panel members who are less familiar with the job in question to fully participate in the marking process.

14.6 The questions (but not the possible follow up questions) and key points in the answers should be entered on the Interview Assessment Sheet.

14.7 In addition to assessing and evaluating the applicant's suitability for the post, the Panel should also explore (if not apparent from the questions as above):

- The candidate's attitude towards children and young people;
- His/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
- Gaps in the candidate's employment history;
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee;
- Ask the candidate if they wish to declare anything in the light of the requirements for a Criminal Records Bureau check.

15. Types of Questions

15.1 The Panel should consider carefully what type of questions will be asked in the interview. Generally 'open questions' are most useful in assessing a candidate's ability. The following descriptions of types of questions should assist Panels in assigning appropriate questions.

- **'Open Questions'** get candidates talking and provide the Panel with information.
 - Example: 'What experience have you had of full classroom responsibilities?'
- **'Closed Questions'** will probably produce 'yes' or 'no' answers.
 - Example: 'Have you got a good understanding of the needs of hearing impaired students?'

Closed questions will not elicit much information, but can be useful in ascertaining facts and bringing to a halt a candidate who is talking too much.

- **‘Leading Questions’** make assumptions and suggest to the candidate the answer which will most help their application.
 - Example: ‘Was that project about pupil inclusion assigned to you because you were the best classroom assistant at the school ?’

This type of question should not be used. A candidate is more likely to give an honest answer if asked questions which do not lead.

- Example: ‘How did you come to be involved in the pupil inclusion project ?’
- **‘Hypothetical Questions’** usually seek to establish how candidates would approach particular questions.
 - Example: “How would you deal with a difficult child in your class who persistently refuses to do as they are told ?”

Generally these questions should not be used since a more reliable answer can be obtained when a question asks about actual behaviour in a previous situation or the candidate’s appreciation of the issues involved.

- Example: ‘Give an example of how you have dealt with a difficult child who persistently refused to do as they were told ?’
- Example: ‘On occasion you will have to deal with a child who refuses to do as they are told. What experience skills and abilities do you have that would enable you deal with this effectively ?’
- **‘Multiple Choice Questions’** lead candidates to answer from a choice of two or more possibilities given by the interviewer.
 - Example: ‘Have you ever changed your style of teaching in the past because you listened to feedback from children; from what colleagues told you or because you found controlling classes difficult ?’

The quickest way to encourage a full and honest reply is to ask an open question.

- Example: ‘Tell us about a time when you had need to change your teaching style ?’
- **‘Double/Alternative Questions’** are often confusing; they also give candidates the opportunity of ignoring something they do not want to discuss by answering only part of the question.
 - Example: ‘Tell us about your strengths and then tell us about your weaknesses ?’

A candidate would concentrate on what they believed were their strengths rather than stressing their weaknesses.

- **Equal Opportunities Questions:** since all Person Specifications must include criteria on Equal Opportunities it is essential that all candidates are tested on their understanding and commitment to Equal Opportunities appropriate to the level and nature of the duties of the post for which they are applying.

- In preparing the questions the Panel should consider the level of the job, the extent to which the postholder will supervise others, work with the public or be responsible for promoting the School.
- In order to provide safe and accessible services to all members of the School's community and in the interests of good employee relations the School will not wish to employ those who hold views/beliefs or are engaged in practices which clearly conflict with the School's Equal Opportunities Policies. The recruitment Panel has a part to play in establishing whether a candidate's ability to observe/promote Equal Opportunities is in doubt. However, it is important that the Panel does not exclude a candidate because they are not familiar with the language of equalities, or because their experience and understanding of equalities issues are restricted.
- The Panel should aim to integrate issues into relevant questions, as well as preparing specific Equal Opportunities questions. For example, questions on staff management, working with the public, producing publicity material, or developing a new service will not be adequately answered unless equalities dimensions are integrated with candidate's answers.

The following examples indicate a variety of equal opportunities questions appropriate for different types of jobs.

- For posts dealing with the public:
 - 'What are the implications of the Equal Opportunities Policy for a person dealing with the public?'
 - 'How do you think we might encourage more Black and Ethnic Minority people or (different minority groups) to become involved with the school?'
 - 'What issues would you consider in improving accessibility for deaf and hearing impaired parents?'
- For supervisory posts:
 - What are the implications of the Equal Opportunities Policy for a supervisor?'
 - 'What equalities issues would you consider in arranging access to training for your staff?'
 - What advice might you give a member of staff who was experiencing problems with childcare arrangements?'
- For posts with responsibility for developing services:
 - 'How would you ensure that all groups in the community had access to the school?'
 - 'What barriers might prevent lesbians and gay men from fully utilising the service?'

- What equalities issues would you consider in developing the new service?
- **Safeguarding and Promoting Welfare of Children Questions:** an integral part of the Recruitment and Selection procedure as contained in this code is to make the safeguarding and promotion of the welfare of children a paramount importance. The procedure should help deter, reject or identify people who might abuse children and young people or might otherwise be unsuitable to work with them.

Therefore it is essential that candidates are asked questions which explore their attitude to children and young people and their ability to support the school's agenda for safeguarding and welfare issues.

The following are examples of questions which would be appropriate for exploring safeguarding and welfare issues:

- “Give an example of a piece of work that you have done which demonstrates your commitment to promoting a child or young person ? How did you deal with any difficulties ? Why were there difficulties ? How did you feel about them ?”
- “Give us an example of a time when you had an idea for improving services provided for children, but due to limited resources had to persuade other to see your point of view ? What was your idea ? What did you do ?”
- “Tell us about a time when you thought that a child was at risk ? What did you do and what was the outcome ?”
- “Tell us about a time when a piece of work you did with or for children was criticised or was not welcomed as you expected ? How did you feel about it ? What did you learn from that experience ?”
- “What have you done over the past 12 months to enhance you professional knowledge and skills ? How has that learning impacted on your work with children ?”

15.2 Questions should not be asked about personal circumstances (e.g. childcare arrangements, marital status, ethnic origin, age, religion, politics, gender reassignment, which are unrelated to the job.

15.3 In the case of candidates with disabilities it may be necessary to discuss whether they will require any aids, adaptations or special assistance to carry out the duties of the post. These questions should be asked in a separate session (see under structure of interview below).

15.4 In the case of a candidate undergoing gender reassignment and where a person's sex is a Genuine Occupational Qualification for that job, there is an exception from the provisions of the (Gender Reassignment) Regulations 1999. In circumstances where an exception might apply, an individual would be expected to disclose his/her transsexual status. Where no exception exists questions relating to gender reassignment are irrelevant.

16. Structure of Interview

The aim of the interview is to assess the candidate's ability and suitability for the job using the Person Specification as the basis of that assessment.

Outline structure of interview:

- Before the candidate is collected, the Chair should ensure that all mobile telephones are switched off and that there is a 'do not disturb' notice on the door.
- The Chair welcomes candidate, introduces members of the Panel and outlines format.
- The Chair/Panel member gives background information on the vacant job.
- If the candidates are required to give a presentation, the Chair will invite the candidate to start and to ask if they want a prompt when there is one minute left.
- When the candidate has finished their presentation the Chair will thank the candidate and ask Panel members if there are any specific questions arising from the presentation.
- If the candidates are not required to give a presentation or after the presentation and Panel questions, the Panel will ask previously agreed questions in turn, with any necessary follow up questions.
- Candidates are then given the opportunity of asking questions of the Panel or to give any further information.
- If appropriate there will be a separate discussion regarding disabilities or gender assignment as mentioned above.
- The Chair thanks the candidate for attending, tells them when they will be informed of a decision and terminates the interview.
- It is the Chair's responsibility to ensure that each Panel member keeps interview notes. Written notes (and verbal feedback) should be confined to the capabilities of the candidate and relate to the questions/criteria on the Person Specification. Such notes are not only admissible evidence in proceedings before an Employment Tribunal and Court but according to the provision of the Data Protection Act relating to recruitment must be

made available to the candidate to whom they apply, on demand for inspection.

- In the event of an investigation into the recruitment and selection process such notes would provide written justification of the Panel's decision. The Panel should decide on the best way to record the information. These notes should be returned to the school after the final selection process and will be held for six months. After that time these documents must be destroyed and no personal data concerning the candidates should be retained, including the Application Form (except of course for the successful candidate, which should be placed on the personal file).
- Where candidates have indicated that they have a disability, it may be necessary to discuss with them whether they will require any aids, adaptations or special assistance to carry out their duties. These questions should be asked in a separate session at the end of the interview and should not be part of the final assessment.

17. Assessment and Selection (Decision Making)

17.1 After all the candidates have been interviewed each Panel member should apply the rating system 0 - 4 as set out below to all of the candidates based on the notes taken during the interview. In the first instance ratings should be noted on the Interview Assessment form without reference to other members of the Panel.

- Each candidate should be rated according to the extent to which they meet the requirements of the Person Specification and not in comparison to other candidates.
- Additional points should not be awarded for those candidates who exceed the education/experience requirement laid down in the Person Specification, e.g. preference should not be given to candidates who have a higher qualification or longer experience than that specified.
- The rating system is:
 - Meets the requirements in full – 4 marks
 - Nearly meets the requirements in full – 3 marks
 - Meets 50% of the requirements – 2 marks
 - Hardly meets the requirements – 1 marks
 - Does not meet the requirements at all – 0 mark

17.2 Having completed their individual assessments, Panel members should discuss their ratings with each other and arrive at a final rating score for the whole Panel. This should be recorded on a separate interview assessment form and signed by all the Panel members. At the conclusion of the appointment process all Interview Rating forms should be handed to the appropriate person for filing.

17.3 Panels should have a clear and satisfactory explanation for their decision particularly if they reject a highly qualified candidate in favour of an alternative candidate who is less well qualified for the post.

- Where they have rejected a disabled candidate the Panel need to be able to demonstrate that their decision has been fair and that:
 - The rejection is because there has been a stronger candidate and the disability is not a factor
 - The disabled person could have been appointed but it is not reasonably practicable to make adjustment sufficient for the person to carry out the job. The Panel are advised to seek the advice of their Personnel Adviser as appropriate
- The Panel can only rate on the basis of the evidence collected, not on what the Panel failed to collect, or on information gathered outside the recruitment and selection process.

17.4 The candidate whom the Panel select for appointment should be the candidate whose pattern of scores on each criteria is consistently high:

This will not necessarily be the candidate with the highest total score.

- For example rated against a Person Specification of 3 criteria, Candidate A may score 4, 4 and 1 while Candidate B scores 3, 2 and 3. Candidate A has the highest total score (9 to Candidate B's 8) yet on the third criteria the Panel consider s/he hardly meets the requirements.
- As all criteria are essential Candidate B, who partially meets one requirement and nearly fully meets the other two, has a better overall assessment and should be selected for appointment.

17.5 Panels may find it helpful to chart the scores of individual candidates on the Interview Rating Profile form to consider their pattern of performance.

17.6 Adherence to the School's Equal Opportunities Policy forms part of the Contract of Employment. It is therefore essential that candidates adequately meet the equal opportunities criteria to be appointed (e.g. candidates should have been rated 2, 3 or 4 on the Interview Assessment form).

17.7 Bias or prejudice can take many forms, and can distort an otherwise good interview.

- Personal likes and dislikes regarding appearance, clothing, posture and non-verbal behaviour can unduly influence decisions made about whom to appoint. Everyone has some personal bias or prejudice.
- Recruitment Panel members should be aware of their bias and prejudices and guard against them so that hasty or stereotypical judgements are made as these could be regarded as discriminatory.

17.8 Recruitment Panels should be mindful of the requirements of the Sex Discrimination (Gender Reassignment) Regulations 1999. (Please see Section 2.2.1 of this Code for further details.)

- In circumstances where a person's sex is a Genuine Occupation Qualification (GOQ) for the job, it may not be unlawful to discriminate on grounds of gender reassignment.

- For example, jobs in private homes which involve intimate contact with clients or where individuals have to share accommodation and there is a need to preserve privacy and decency.
- However, failure to recruit a person to whom gender reassignment grounds apply and who is living and presenting in their 'new' sex may be considered unreasonable and lead to claims of discrimination by those aggrieved.
- The onus is on the Panel/school to show that it has acted reasonably in the circumstances.

17.8 It is the responsibility of the Chair of the Panel to arrange feedback to unsuccessful candidates. Feedback should be given, as a matter of course, to any internal or disabled candidate. Feedback to external candidates is optional, but any such requests should be dealt with in a consistent manner.

18. Offer of Appointment

18.1 In order to avoid any misunderstanding as to the terms of the job, and acceptance, job offers should be made in writing.

18.2 The successful candidate should be informed, verbally, as soon as possible after the selection process that they are being offered the post and that they will be receiving a formal offer of employment in writing shortly.

18.3 The formal letter offering the appointment be sent, should:

- Make clear that all offers of employment are subject to satisfactory references (if awaited), pre-employment checks including (Criminal Records Bureau and Medical Checks) and, if appropriate a probationary period.
- Ask the candidate to complete an enclosed Pre-Employment Health Questionnaire and return it directly to the Occupational Health Service as soon as possible.
- Provide 2 copies of the formal Statement of Terms and Conditions of Employment (Contract of Employment) with advice that they should retain both copies until confirmation is received that all pre-employment checks are clear. *(this is preferable to issuing the formal Statement after confirmation of all pre-employment yet which is sometimes the practice).*
- State that when all checks are clear the school will write again informing the candidate that:
 - The checks are clear and that they should sign and return one copy of the formal Statement to the school.
 - The start date.
- Advise the candidate that they should not submit their resignation to their current employer until the appointment is confirmed (following a successful outcome of all pre-employment checks).

18.4 The School should consider:

- The need for any reasonable adjustments to be made for a successful disabled candidate.
- Where the successful candidate has indicated that they have a disability, the School should seek further information from the candidate on the nature of their disability on a confidential basis prior to appointment. This is to comply with the legal obligations to make reasonable adjustments to working arrangements, duties, equipment etc subject to practical or financial arrangements where these arise.
- Any work permit requirements
- Evidence of date of birth and qualifications stated on the application before confirming the appointment.
- Where qualifications are a pre-requisite for a post where this is a legal requirement candidates must be told in advance and a certificate/degree must be seen at appointment stage, but need not be seen at shortlisting or interviewing stage. A photocopy of the certificate/degree should be retained in the personal file of the appointed candidate.
- If the candidate is unable to produce the qualification certificate/degree which is a requirement of the post, a permanent Statement should not be issued until the certificate/degree has been sent. It may be necessary to write to the educational/professional body for confirmation.
- The School need to ensure proof of identity and a National Insurance number.
 - This is to ensure that the school complies with the requirements of the Asylum and Immigration Act and to minimise the possibility of employing illegal immigrants.
 - ALL applicants must demonstrate their eligibility to work in the UK.
 - If an applicant does not have a National Insurance number, please contact the School's Personnel Adviser for information on alternative means of verification. Some candidates may require a Visa or Work Permit.
- All qualified teachers should be members of the General Teaching Council (GTC) and should provide proof of this. Teaching staff should not be appointed if they are not members of the GTC.
- Newly Qualified Teachers (NQTs) will normally not have received their course results at the point at which an offer of employment is made. Therefore offers should be made subject to satisfactory completion of their teaching qualification and evidence provided.

- Final confirmation of the offer of appointment should be made in writing as soon as all pre-employment checks have been satisfied.
- Record of pre-employment checks relating to the confirmation of identity, qualifications, permission to work in the UK, List 99 and CRB checks should be maintained on the School's central record maintained for this purpose.
- Where the required clearances cannot be satisfied the School may withdraw the offer of appointment.
 - This should be done in writing making it clear why this decision has been taken.
 - However in the case of references, as these are given in confidence the contents of the reference.
 - The letter should state that a reference was not satisfactory and the candidate referred back to the referee.
 - More information on references is given under the next heading.

19. References

19.1 References should be considered by the Selection Panel after a decision on appointment has been made. They must not be used as part of the decision making process.

19.2 References should always be sought after shortlisting. Any reference or testimonial supplied by the candidate must be disregarded as these are potentially unsafe.

19.3 References should be requested after shortlisting and should ideally be available by the day of interview.

19.4 It is up to the Panel Chair to decide whether to agree to a candidate's request to approach their employer(s) for references only if they are the preferred candidate after the interview, but it is not recommended as good practice

19.4 For external candidates, referees should be provided with a copy of the Job Description and Person Specification and should be asked to comment on whether the candidates meet the requirements of the job.

19.5 The current or most recent employer should be asked to supply details of :

- The candidate's performance history and conduct.
- Any disciplinary procedures the candidate has been subject to, whether the sanctions are current or have expired.
- Any allegations or concerns that have been raised about the candidate that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concerns were investigated, the conclusions reached and how the matter was resolved.

19.6 External candidates should provide two referees, one of whom must be the current or most recent employer.

19.7 Agency and temporary staff or short-term contract employees should be treated as external candidates, who should provide one external referee and a named contact from the school.

19.8 Permanent staff who have been in post for six months or more are not expected to provide an external referee but must provide details of an internal referee.

19.9 The referees in respect of newly qualified teachers should include their teacher training institution.

19.10 Where candidates are unable to provide 2 employment references:

- School leavers should seek a reference from their headteacher or previous school.
- Candidates who were either self employed or worked for an organisation which has ceased trading must provide satisfactory business references.
- Overseas candidates should fulfil the same criteria as above.
- Candidates who cannot provide a previous employers reference (e.g. a woman returning to work) should contact the school to seek agreement on acceptable referees.

19.12 Schools must be satisfied by the authenticity of any reference and in the case of any doubt should contact the candidate or return the Application Form and request appropriate particulars.

19.13 If the Recruitment/Selection Panel considers the references to be unsatisfactory, they should not appoint or should withdraw an offer of appointment.

20. Medical Clearance

It is important to receive confirmation of medical fitness to undertake a role prior to allowing a candidate to start work. If medical clearance has not been received prior to the agreed start date the School should either delay the start date, or explore fully with the employee any possible relevant health condition for which reasonable adjustments should be made. Should new staff be allowed to start prior to medical confirmation being received, the School may be taking a risk in relation to safeguarding their health and safety.

The successful candidate should complete a pre-employment health questionnaire which is returned to the Occupational Health Service following the offer of appointment.

21. Criminal Records Checks

- Disclosures are required for all staff who work in an environment where they have access to children or vulnerable adults. A Disclosure is a report that stipulates whether an applicant has any history of criminal convictions, cautions, reprimands or warnings. It will also say whether an applicant appears on the DfES List 99 or the DoH Protection of Children Act List.
- Disclosures are processed by the Criminal Records Bureau, but schools will need to go through Education Personnel to obtain a Disclosure.
- Government regulations insist that staff who have not been confirmed as suitable to work with children (i.e. do not yet have a valid Disclosure) should have their work responsibilities adapted to ensure they do not have unsupervised access to children until a satisfactory disclosure has been received. It is therefore necessary for candidates and schools to complete an application for Disclosure as early as possible.

22. Legal Right to Work in UK / Work Permits

- Under Section 8 of the Asylum & Immigration Act 1996 employers have a legal obligation not to employ people who do not have a legal right to work in the UK and all applicants should be informed of this requirement. As a defence in any prosecution employers must prove that they have seen, checked and retained documentary evidence of an appointed candidates legal rights. Therefore, no appointments must finally be confirmed until documentary evidence has been received. This will not apply to appointments made prior to 27 January 1997, nor will it apply to internal candidates transferring to another department or for existing employees.
- Schools should ensure that all applicants are aware of which documents will be acceptable and at which stage of the recruitment process they will be checked. In most cases this will be prior to the interviews, but may be prior to confirming appointments.
- A list of acceptable documents has been produced by the Home Office and all Personnel Advisers should ensure that this list is available for all recruitment.
- In cases of urgent appointment, the checking of documents must be carried out before the employee commences work.
- All applicants are required to state on their Application Form whether they require a work permit to enable them to take up employment. It is the responsibility of the School to check that any new employee is legally able to take up their appointment before they begin work.

- In some cases the successful candidate will ask for assistance in obtaining a work permit. However, given the nature of most jobs in local government and the restrictions of the relevant legislation, it is unlikely that work permits would be awarded specifically for any job within the School/Royal Borough. Therefore it is unlikely that the School/Royal Borough would seek to obtain a work permit for a prospective employee. However, where a School feels that they are unsuccessful in filling the post from a pool of local applicants and can justify the need, then the onus would be on the School to contact the Department for Education and Skills (DfES) and seek to apply for a Work Permit for the successful candidate.
- For further advice on this issue contact the School's Personnel Adviser.

23. Unsuccessful Candidates

All candidates should be informed of the Panel's decision as soon after interview as possible. Internal candidates and all disabled candidates (whether internal or external) should be offered constructive feedback. Wherever possible requests from external candidates for feedback should be met.

24. Probationary Periods

Sections 31 of the "Local Conditions of Service Handbook" gives detailed guidelines on the entitlement to and management of probationary periods.

25. Waiting Lists

25.1 The process of recruitment and selection is time consuming and can be labour intensive in schools where turnover is high. The use of a waiting list system can be useful where it is known (or can be reasonably anticipated) that there will be a significant number of vacancies for posts during a certain period of time.

25.2 In brief, the system operates in the following way: when a vacancy occurs the Selection Panel follows the usual procedure for recruiting with the aim of compiling a list of candidates suitable for appointment who will be offered this and subsequent vacancies in order of their ranking at interview. All offers will be subject to references and medical checks as usual.

25.3 The waiting list system can only be used for (a) a collection of posts which have a generic Job Description, or share the same core competencies, or (b) to fill a post which has been vacated within six months of recruitment, where it has been determined by the Panel that the Person Specification should remain unaltered.

25.4 The decision to use the waiting list system should usually be taken by the person with overall responsibility for all the posts in question, in consultation as necessary.

The decision should be carefully considered and due regard given to the effects its use may have on career progression opportunities for existing staff.

25.5 Each waiting list should not be used for longer than six months. Successful candidates who are not placed within the six-month period must be informed that they will need to go through the selection process again if they wish their names to be placed on the new list.

25.6 In view of 25.5 Panels must ensure that waiting lists are not overlong in order to avoid the situation where candidates lower down the list simply are transferred from list to list without ever being placed in a job. Panels should give careful consideration to the anticipated number and frequency of vacancies within the six month period and the general state of the employment market when deciding on the optimum length of the waiting list and therefore the number of applicants they will need to produce that list.

25.7 If the waiting list is to operate successfully it should be supported by all the line managers of the posts involved. It is desirable that these line managers play a part in the recruitment and selection process, although, if there are many, it is unlikely that they will all be able to be involved in the interviewing process. They could however all be involved in the development of the Person Specification and in the design of selection methods. The senior manager should form the Selection Panel from this group of people wherever possible (with due regard to the balance of the Panel in terms of race and gender).

25.8 Using the Waiting List System for jobs with a generic Job Description

25.8.1 The decision to use the waiting list system should be taken at senior level and should cover all vacancies that arise during a specified period of no longer than six months.

25.8.2 Unless a generic Person Specification is already in existence, and has been recently reviewed, all the line managers of the posts concerned should be asked to contribute to the drawing up of a Person Specification and the choice of selection methods which will be used to recruit to all vacancies that arise during the specified time.

25.8.3 The Headteacher (or those to whom the responsibility have been delegated) should determine the membership of the Selection Panel. The Panel will follow the usual procedures for recruitment and selection as laid out in these guidelines.

25.8.4 At the end of the interviewing process the Panel will compile a list of those candidates who are suitable for appointment. The list will be ranked in order of performance at interview but must not include any candidate who did not in the opinion of the Panel clearly meet the required standards for appointment.

25.8.5 Any vacancies which exist at this stage of the process will be filled from the waiting list, subject to the usual pre-employment checks. Posts will be offered to the appointees in order of their ranking on the waiting list. Where two or more vacancies exist at the same time the senior manager will decide how the appointees are placed

taking into consideration the availability, location and personal preference of each individual.

25.8.6 The School will write to the remaining appointees to inform them that they have been placed on the waiting list and may be offered employment if a vacancy arises in the next six months. It must be made clear to them that this letter is not an offer or a guarantee of employment and that they should not give up their current employment or make any other preparatory arrangements on the strength of it.

25.8.7 When another vacancy occurs the School will contact the appointee heading the waiting list to confirm their continued interest in the job. The School will confirm reference details with the appointee, check references and if satisfactory will offer the post. If the first appointee is no longer interested/available the School will move on to the second name on the list.

25.8.8 Shortly before the waiting list is exhausted or the allotted six months is ended the School should notify the relevant manager who will decide how future vacancies will be filled.

25.9 Using the Waiting List System for jobs with core competencies.

25.9.1 It is possible to use the waiting list system to recruit to posts of the same grade which, although they have different Job Descriptions, are in the same area of work and share a significant number of core competencies.

25.9.2 An example of this might be clerical work. A school may have a number of clerical jobs at Scale 3 which require mostly the same basic duties and skills, with each individual post additionally having its own specific requirements - e.g. shorthand, account keeping, cash handling.

25.9.3 Briefly, the School would aim to compile a list of staff suitable for appointment who had been assessed on the core competencies. Appointees would be interviewed for posts on the particular requirements of the post over and above the core competencies.

25.9.4 The School will identify which posts are to be included in the waiting list arrangement. The posts must be of the same grade and similar in description. The decision to recruit in this way should be taken by the senior manager responsible for all the posts involved but in the interests of good practice this should be in consultation with the relevant line managers.

25.9.5 Each post which is to be included in this recruitment arrangement must have a Person Specification which includes the core competencies. These will automatically be identified as the shortlisting criteria. In addition each Person Specification should include criteria relating to the specific requirements of the post. These criteria will be tested at interview.

25.9.6 The first job vacancy that occurs within this recruitment arrangement should be recruited to in the usual way. However, it must be stated clearly in the advertisement

that applicants who are shortlisted for this vacancy (i.e. who meet the core criteria) but not appointed will be considered for other similar vacancies which arise during the following six months. These applicants will form the basis of the waiting list.

25.9.7 When a subsequent vacancy arises within the arrangement it should be advertised internally. Any internal candidates who meet the shortlisting criteria (the core competencies) should then be interviewed for the post along with the candidates from the waiting list. Those candidates (including any internal candidates) who are not successful at interview are placed on the waiting list for the next vacancy.

25.9.8 It should be made clear to all applicants that inclusion on any waiting list does not guarantee an appointment.

26. Use of Agency Staff

26.1 As a general principle the School does not use the services of employment agencies to fill permanent or temporary vacancies because of the costs involved, and the inability to control either the agencies' recruiting practices or the terms of employment they offer their staff.

26.2 However, occasionally the needs of the service and/or the lack of suitable potential employees may result in a particular service area needing to use agency staff. The Headteacher may agree the use of agency staff for particular short term needs where they are satisfied that their use is dictated by genuine need and that all other sources of readily available staff (e.g. redeployees, Job Centre users) are unable to meet those needs.

26.3 Schools using agency staff should ensure that they have a record that the appropriate checks of identity and qualifications and CRB and List 99 outcomes have been undertaken by the Agency concerned.

27. Some Do's and Don'ts

DO:

- Review the vacancy before advertising;
- Ensure the Job Description and Person Specification include the minimum criteria;
- Use job evaluation and ensure equal pay;
- Openly advertise all permanent or long term posts;
- Shortlist against the Person Specification;
- Make adjustments for disabled candidates in the process;
- Use structured interviews and a Panel to make the decisions;
- Keep records of the decisions made;
- Make verbal offers subject to the relevant criteria;
- Treat recruitment and selection as a two-way process.
- Be particularly aware of the importance and need for the safeguard and welfare of children in education as enshrined in this procedure

DON'T:

- Make assumptions about candidates or unfairly discriminate;
- Appoint candidates without undertaking the necessary pre-employment checks.

28. Further Advice

28.1 Further advice on these guidelines or on any aspect of recruitment and selection can be obtained from the School's Personnel Adviser.

29. List of Appendices

Appendix no.	Description
1	Selection Test Guidance Notes
2	Guide to Recruitment of Disabled People
3	Protection of Children-Criminal Records Check Procedure
4	Induction- Post Employment

SELECTION TESTS - A GUIDANCE NOTE

1. Introduction

1.1. Whilst the interview remains the most popular means of selecting a new employee, the past decade has seen a significant increase in the use of occupational testing as an additional means of assessing candidates' suitability for employment. An occupational test is simply a psychological test used in the world of work. The British Psychological Society provides the following definition of a test:-

"The term psychological test refers to the procedure for the evaluation of psychological functions. Psychological tests involve those being tested in solving problems, performing skilled tasks or making judgements. Psychological tests aim to maximise objectivity by standardising test conditions, instructions, time, content, scoring and interpretation."

1.2 These guidance notes seek to inform people involved in recruitment of the variety of selection tests available and to establish guidelines for the fair and effective use of tests.

1.3 Selection Panel should pay special attention to ensure that reasonable adjustments are made to the setting and assessment of tests to cater for the specific needs of disabled candidates and are in no way discriminatory in their application.

2. In-house or external?

2.1. Many of the selection tests in use today have been designed and produced by the big Occupational Testing Houses such as Saville and Holdsworth. Generally, in order to have access to the tests an organisation must register with the testing house as a user (often after having successfully completed a training course). User status then entitles the organisation to buy a range of testing materials and make use of other related facilities.

2.2. Externally produced tests have the advantage of having been rigorously tested to establish their effectiveness and validity, and of having been tried out with a range of occupational groups to indicate what an acceptable level of achievement might be for a particular occupation.

2.3. One disadvantage of using externally produced tests is that the range of criteria that can be tested is limited by the range of tests available. As registration with a testing house can be expensive many organisations only use the products of one house. This can lead to a problem of over familiarity with frequently used tests for internal candidates or for candidates who consistently apply for regularly occurring vacancies. To counter this some testing houses produce several versions of the same test.

2.4. Externally produced tests must only be administered by a trained administrator and marked by a trained occupational tester. This is a condition of their sale.

2.5. The alternative to using externally produced tests is for organisations to design their own tests. A significant advantage of producing tests in-house is that each test can then be job specific (i.e. the test is designed to specifically test particular criteria).

2.6. However the production of an in-house test that is efficient, reliable, fair, non-discriminatory and valid does require a considerable investment of time and energy.

3. Types of Test

3.1. The range of exercises that fall under the generic description of selection tests is wide and varied. It includes written exercises, aptitude tests, personality questionnaires, group exercises, role play exercises, work preference inventories, presentations and skills tests.

3.2 A brief description of the more commonly used type of selection test is found below. Before deciding upon a particular type of test as part of the selection process the Panel may wish to seek advice from the School's Personnel Adviser.

3.3. Skills Tests: A skills test aims to assess the level of skill a candidate has, often by asking the candidate to demonstrate the practical application of the skill in question under test conditions (e.g. typing test, swimming proficiency test, driving test).

Care should be taken when designing a skills test that the components and conditions of the test do not impede the candidate's success. For example a poorly maintained and out of condition keyboard may cause even the most skilled of typists to make more than the acceptable number of errors.

3.4. Aptitude Tests: An aptitude test is designed to assess the ability of the candidate to perform well in a certain aspect of the job by testing their skill in a related area. Thus a computer aptitude test may not test a candidate's skill in using information technology, but instead may test their logical reasoning ability, as there is an established correlation between logical thinking and writing effective computer programmes. One advantage of using aptitude tests is that they assess a candidate's potential to perform rather than their actual state of skill and knowledge. This allows candidates to be assessed for their suitability to do highly specialist jobs without requiring them to acquire a significant amount of specialist knowledge before they can be tested.

3.5. Personality Questionnaires: This type of test seeks to establish the significant personality traits of a candidate with a view to assessing whether they have the strengths and qualities to perform well in the post. Personality questionnaires can be useful in assisting the Panel to assess such factors as leadership, marketing ability and interpersonal skills and, if used properly, can make a valuable contribution to the selection process. However, the potential for misuse is considerable and Panels should consult with a registered test user (contactable via the personnel section) before deciding to use a personality questionnaire. The design and validation of personality questionnaires is a highly specialised area of occupational psychology, for this reason such tests are not produced in-house.

3.6. Work Preference Inventories: Like personality questionnaires work preference inventories are highly technical tools of occupational psychology. They are designed to establish a candidate's strengths, weaknesses and preferences in terms of areas of work and methods of working. Although particularly useful as a career development aid, as part of the selection process work preference inventories can give a useful insight into a candidate's work style. However with both work preference inventories and personality questionnaires it is important to note that the resulting personal profile will be based on the subjective assessment of the candidate, rather than on any objective view.

3.7. In-Tray Exercises: A type of skills test, the in-tray exercise seeks to assess a candidate's management and organisational skills by requiring the candidate to process, prioritise and make decisions on the contents of a specially prepared in-tray under test conditions. An in-tray exercise can make a significant contribution to the assessment of a number of managerial skills. Because of the difficulties in preparing an exercise that does not favour internal candidates it is recommended that only externally developed tests are used.

3.8. Presentations: For jobs with a substantial element of training, public speaking or committee attendance it may be appropriate to test the candidates' skills by requiring them to give a brief presentation on a specified topic. The Panel will need to decide when the candidates will be notified of the topic (i.e. how much preparation time they will be allowed) as this will affect the style and the content of the presentation. The Panel should be wary about testing too many criteria through a presentation; for example it may make the final decision process about a candidate's suitability clearer if knowledge of the presentation topic is assessed on a written summary of the topic rather than as part of the presentation per se (i.e. a poorly given presentation may be the result of a lack of confidence and poor communication skills rather than a lack of understanding of the presentation topic).

3.9. Group Exercises: Most commonly a group selection exercise involves a group of candidates being given a task to complete within a specified time and under specified conditions whilst being observed by evaluators. The evaluators will be observing the behaviour of each candidate in terms of the role(s) they assume in the group, i.e. leader, conciliator, time-keeper, negotiator etc.

A properly conducted group exercise with trained evaluators can give useful insights into a candidate's work style and interpersonal skills. However, the behaviour of each candidate will be affected by a number of external variables (such as the given task, the presence of the evaluators, and the behaviour of other group members) and thus may not give a true indication of their skills and abilities. There is also evidence that the gender and racial/cultural composition of the group can affect the performance of individual candidates.

Panels who are considering using a group exercise as part of their selection process must discuss the issues with an appropriately experienced Personnel Adviser.

3.10 Role Play Exercises: In such an exercise the candidate might be asked to play the part of the postholder and react to a situation involving other characters played by

School employees. The candidates performance is observed and assessed by the Panel, or other trained evaluators.

The purpose of the exercise is to assess whether the candidate has the appropriate skills to deal with situations which are a regular part of the postholder's duties. Thus a candidate for a reception post in a day centre might be asked to deal with a distressed caller, while a candidate for a head teacher post might be asked to handle an incident involving parents.

A problem with role play exercises can be that the unreality of the situation limits the usefulness of the exercise in suggesting how a candidate might respond if appointed to the post. For example, in reality the postholder would be unlikely to deal with situations without having access to background information or support. Additionally, some candidates find role play extremely uncomfortable and will not be able to demonstrate their skills and abilities because of this. For these reasons Panels who are considering using a role play exercise as part of their selection process must discuss the issues with an appropriately experienced Personnel Adviser.

3.11 Involving Pupils: Involving pupils in the Recruitment and Selection process in some way, or observing shortlisted candidates' interaction with pupils is common and recognised as good practice. There are a number of ways of doing this, for example, candidates for teaching posts might be asked to teach a lesson; candidates might be shown around the school by pupils and a governor or senior member of staff and/or meet with pupils and staff. Further advice on involving pupils may be sought from Personnel Advisers.

4. Constructing a Selection Test.

4.1. If a Panel decides to construct a test the following guidelines must be adhered to:

- Ensure that the exercise measures what it purports to measure.
- Establish a system of evaluation before the test is given.
- Work out how the exercise results will relate to the standard markings for criteria
- i.e. comprehensively meets, nearly meets etc.
- Ensure that the exercise does not favour internal candidates or assume knowledge of the School.
- Ensure that the test does not discriminate against disabled candidates
- Pilot exercises to ensure that instructions are clear and time scales reasonable.

5. Arranging the Selection Test.

5.1 Once the Panel has decided on the type of test it wishes to use in the selection process the Chair may wish to discuss the availability of externally produced tests and/or the availability or design of in-house tests with the School's Personnel Adviser.

5.2 Shortlisted candidates must be informed that they will be tested in their invitation to interview. It is good practice to give candidates as much information about the type of test being used as possible as this helps to counter any anxiety they may feel.

Candidates must be sent information about the proposed test for the purposes of familiarisation.

6. Using the Tests Correctly.

6.1. Panels must remember that test scores are only one source of information about a candidate's overall skills and abilities and should not be used in isolation from other sources of information at interview.

6.2 It is good practice to offer feedback to all candidates. Internal candidates and disabled candidates should be offered feedback as a matter of course.

6.3 If the type of test which is being used tests personal attributes rather than practical skills the Panel will benefit from incorporating the feedback into the interview and allowing the candidate to respond to it. This gives the Panel the opportunity to discuss with the candidate areas of concern that the test has uncovered. Advice on how this can be done effectively is available from Corporate Personnel.

Appendix 2

GUIDE ON RECRUITING DISABLED PEOPLE

This Guide focuses on specific issues relating to disabled people and the individual items should be read in conjunction with the relevant section of the main code.

1. AVOIDING DISCRIMINATION IN RECRUITMENT

- Like all employers Royal Borough of Greenwich is bound by law to make reasonable adjustments if their employment arrangements or premises place disabled people at a substantial disadvantage compared with non-disabled people (DDA 1995 and Employment code of Practice 1996).
- The legislation does not prohibit the employer from appointing the best person for the job, but under the Local Government and Housing Act 1989, the Royal Borough like all local authorities, must make all appointments on merit. Disabled candidates cannot be favoured above able candidates in appointments but if appointed, reasonable adjustments must be made.
- In addition the Royal Borough's and the School's Equal Opportunities Policy requires us to work in a positive way to improve the recruitment and employment prospects of disabled people.
- This appendix is intended to give helpful supplementary guidance to the manager who wishes to open up job opportunities for disabled people. Advice given here is additional to that contained elsewhere in this Code of Practice.

2. CHALLENGING THE ASSUMPTIONS

- Use of the general term "disability" can sometimes lead to a blanket view of disabled people that fails to recognise the broad spectrum of conditions covered by the term. It may seem obvious to state, for example, that all disabled people do not use wheel chairs, yet it is just such a stereotype that leads to incorrect or inappropriate assumptions being made about the capabilities and requirements of individual people with disabilities.
- Understanding the meaning of "disabled" is the first vital step towards challenging the myths about disability - simply, disabled people are disabled by a society which discriminates against them. (There is a statutory definition of disability in the Disability Discrimination Act 1995 and expanded by the Meaning of Disability Regulations 1996 as "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities".)
- Many people with disabilities are capable of performing well in a wide range of jobs without any special measures; provision of a minor aid or reorganisation of environment or duties may be all that others require.
- The sickness record of a disabled employee will not necessarily be worse than that of an able-bodied employee - disability does not automatically mean ill health.
- It is essential that Recruitment Panels concentrate upon the skills and abilities of each individual disabled person in relation to the job, including any reasonable adjustment that could be made throughout the recruitment process if required.

3. THE JOB DESCRIPTION

Care should be taken that items on the Job Description are not themselves

discriminatory or do not lead to discrimination later in the selection process.

4. THE PERSON SPECIFICATION

- The guidance in the main body of the Code of Practice cover in detail the care which must be taken in drawing up a Person Specification.
- It is important to examine each criterion to avoid discriminating against disabled candidates, and the potential for reasonable adjustment should the need arise.
- Particular attention should be paid to criteria around health/physical ability and education.

5. ADVERTISING

- Care should be given in drafting advertisement to ensure the avoidance of any implied discrimination in the job titles, description of the tasks or requirements of the job. It is also essential that the language used is clear, concise and free from jargon maintaining the spirit of the Clear English Standard.
- Various publications exist which are aimed specifically at people with disabilities and Recruitment Panels should consider using them to advertise job vacancies (Royal Borough Advertising or the School's Personnel Adviser can advise on choosing the most effective publication and conformity to readability standards).
- Panels may also wish to consider how they will advertise their vacancies to people for whom the written word is a barrier to access. Best practice includes the provision of a recorded message listing all current vacancies, or the holding of an open day.

6. APPLICATION FORMS AND INFORMATION TO CANDIDATES

- Completion of the standard Royal Borough's Application Form may present problems for some disabled people and Panels should be prepared to accept alternative forms of presentation of the required information.
- Similarly, if a disabled candidate requests information in a more accessible form (e.g. large print, braille, tape or computer disk) every effort should be made to comply if this can be done in the timescale available before the employee is needed.
- The information should make clear that further information may be required regarding a candidates disability to enable us to consider any reasonable adjustment.

7. SHORTLISTING

- All disabled candidates who meet the minimum shortlisting criteria should be interviewed.
- Any steps taken to reduce the size of the shortlist should not remove any disabled candidate who meets the minimum criteria, although they can be asked to participate in the test/exercises as part of the overall assessment process. As the Panel will not necessarily know which candidates are disabled, the Panel should consult the appropriate administrator who will identify these and advise the Panel if necessary. Special consideration for reasonable adaptations should be given to ensure that the needs of any disabled candidate are met.
- The School should ask disabled candidates to identify any special requirements for the interview process (e.g. a signer or a hearing loop if needed).

- The following sentence must be included in the invitation to candidates who have identified themselves as disabled - “Is there anything we need to know about your disability in order to offer you a fair selection interview. If there is please contact.....”
- Disabled applicants who are not shortlisted must be informed of the reasons for their non-selection.

8. SELECTION PANELS NEED TO KNOW OF DISABILITY

The obligation to make reasonable adjustments for disabled candidates does not apply where the employer does not know, and could not reasonably be expected to know of a candidate’s disability.

9. THE INTERVIEW

- The School should ensure that the requirements of disabled candidates at interview are conveyed to the Panel.
- The Panel should choose an interview venue (interview room, waiting area and toilets) that is accessible, comfortable and can accommodate any special requirements.
- It may be necessary to allow a longer time for the interview where the special facilities require this. Also in the case of certain disabilities it may be appropriate for another person to be present. (e.g. a signer for hearing disability or a companion for learning disabilities). Where possible and where necessary include a disabled advisor on the Panel.
- During the interview the Panel should concentrate purely on the candidate's ability to do the job. It is the responsibility of the Panel, and particularly the Chair, to assure the candidate of the Royal Borough's positive attitude towards the employment of disabled people - previous negative experience of interviews may have damaged their confidence.

10. ASKING ABOUT A DISABILITY

- Detailed information about a disability should only be sought if it is, or may be, relevant to the person’s ability to do the job, after any reasonable adjustment, or to ascertain what adjustments would be needed.
- Any discussion on questions on this matter should be clearly separate from the selection interview.

11. SELECTION TESTS

Care must be taken in the delivery and application of selection tests to ensure that they do not place a disabled candidate at an unreasonable disadvantage and thus appear discriminatory (e.g. time limits, in the case of stress-related disabilities) in which case it would be necessary to seek a reasonable adjustment.

12. FEEDBACK

Disabled candidates who are not successful at interview should be offered honest, positive and constructive feedback.

13. FOLLOW UP VISIT

If the Panel decides to appoint a disabled candidate the candidate should be offered the opportunity to visit the work place and discuss in which parts of the job special

modifications might be needed. It will probably be appropriate for the line manager to have this discussion with the appointee, and she/he should be aware of assistance available from the Royal Borough's Access & Disability Officer or the employment Service Placing, Assessment and Counselling (PACT) Team.

14. SUPPORT AND INDUCTION

- Before the disabled appointee takes up the post arrangements for any agreed adjustments should be carried out. It is important that other staff understand the reason for any changes and are given the opportunity to contribute their positive ideas. It may be appropriate for the section to have some training (e.g. disability awareness, British Sign Language).
- Line managers should be prepared to review the initial changes with the new appointee and their colleagues and adapt as necessary. As with all new employees the need for a properly structured and evaluated induction programme is primary; managers will also need to be aware of the additional issues that may arise for a disabled employee in an able-bodied work environment and agreeing shared responsibility for e.g. Health & Safety, Fire and Evacuation Procedures etc.

15. SERVICES FOR DISABLED WORKERS AND THEIR EMPLOYERS.

- The Employment Services PACT Team operates a range of initiatives designed to encourage employers to employ people with disabilities. These include grants for a variety of aids and adaptations.
- The PACT Team can be reached through the local Employment Services. (Tel. 020 8850 8070) The Royal Borough's Access & Disability Officer is based in the Directorate Strategic Planning and can give advice to managers on accommodating the needs of disabled people.

Appendix 3

PROTECTION OF CHILDREN AND VULNERABLE ADULTS CRIMINAL RECORDS CHECKS – SCHOOL’S PROCEDURE (Includes Model Document for Enhanced Disclosures and Amendment to Contract of Employment.)

1. Introduction

1.1 Please note that the Royal Borough is responsible for the management of most of this procedure. The procedure is therefore for information. If there is any doubt about the School’s role please contact the School’s Personnel Adviser.

1.2 Set out below is the procedure which should be followed when recruiting to any post requiring a Disclosure from the Criminal Records Bureau (CRB) containing information held by the Police Force and government departments to make safer recruitment decisions.

1.3 This procedure incorporates the Bichard Inquiry recommendations regarding safeguarding children and recruitment into schools.

1.4 All staff working in Royal Borough Schools are subject to the Enhanced level of disclosure which is defined as:

- Enhanced disclosures are for posts involving regular contact with children or vulnerable adults. In general the type of work will involve regularly caring for, supervising, training or being in sole charge of such people. This level of Disclosure includes a check of local police records.

2. Procedure

2.1 In accordance with safer recruitment practice the requirement for a Disclosure should be specified in the job advert and mentioned in the application information in addition to the School’s Policy Statement regarding its commitment to safeguarding and promoting the welfare of children.

2.2 Once the selection procedure has been completed the candidate should be informed that they have been “provisionally” selected for appointment (subject to Criminal Records Check, medical checks, proof of identity, qualifications, references, etc) A formal offer of employment should not be made until the results of all the checks are known. The prospective employee should be given/sent a blank Disclosure Application Form and a CRB booklet of explanatory notes and asked to complete and return the form as soon as possible to the School who will forward it to a designated Counter Signatory.

2.3 The form will be checked and countersigned and sent without delay to the CRB (by the Counter-Signatory).

2.4 The information provided by the CRB will show either that the applicant has no criminal record or, if they have, give full details including convictions, cautions, reprimands or final warnings and the date they were issued by the Police or Court.

2.5 If the Disclosure shows that the applicant has no criminal record then the Counter-Signatory may authorise a formal offer of employment (subject to the normal conditions regarding satisfactory medical clearance and all other relevant checks).

2.6 If the check reveals the existence of a criminal record or other relevant non-conviction information then the Counter-Signatory must consider the suitability of the person for the post in the light of this information, in conjunction with the Chair of the Recruitment Panel. The following factors should be considered:-

- In all cases where the Disclosure reveals either offences listed in paragraph 2.8 or 2.9 below, or other minor offences which lead the School to believe that the applicant may be unsuitable, they should discuss the position with the applicant before making a decision about the appointment. This discussion will normally be undertaken by the Chair of the Recruitment Panel and involve advice from the School's Personnel Advisor.
- In some cases the CRB will notify the Counter-Signatory (but not the applicant) of other relevant non-conviction information. This information should be taken into account in considering the applicants suitability for the post but it must not be revealed to the applicant without the express permission of the CRB. It is also possible that candidates themselves may wish to make voluntary disclosures.

In assessing the suitability of the person in the light of this information the following should be considered:

- Whether the conviction or other matter revealed is relevant to the position in question,
- The seriousness of any offence or other matter revealed,
- The length of time since the offence or other matter occurred,
- Whether the applicant has a pattern of offending behaviour or other relevant matters,
- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters, and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person

2.7 The information provided by the CRB is of a highly confidential nature and will only be used to judge the suitability or otherwise of the applicant for the job in question.

2.8 A conviction for any of the following offences will make a person unsuitable for work involving substantial access to children/vulnerable adults:-

- murder, manslaughter, rape or burglary with intent to commit rape
- grievous bodily harm

- cruelty to children
- kidnapping, false imprisonment and abduction
- indecent assault on a man or a woman
- sexual intercourse with a child under 13
- intercourse with a girl aged between 13 and 16
- buggery with a child under 16
- indecency between men
- abuse of trust
- incest and related offences
- assault with intent to commit buggery
- indecency with children under the age of 14
- offences relating to, or encouraging child prostitution
- offences relating to child pornography
- serious offences relating to drugs

In addition to the above, people in the following categories are also banned from working with children:-

- People on the DfES List 99
- People on the DOH List
- People on the National Assembly of Wales List
- People aged 18 or over convicted of certain specified offences against those aged under 18 (or 16 in some instances) and given a hospital or guardianship order or a custodial sentence of 12 months or more suspended sentences of 12 months or more are treated as qualifying sentences,

and in the case of vulnerable adults:-

- People on the P.o.V.A. List created as a consequence of the Care Standards Act 2000.

2.9 There are other offences where convictions may indicate that the person is unsuitable for work providing substantial access to children/vulnerable adults.

Examples of these are:-

- Other offences relating to assaults
- Other offences relating to drugs/alcohol

2.10 The offences listed in paragraphs 2.8 and 2.9 are not an exhaustive list of offences which would make a person unsuitable to have substantial access to children/vulnerable adults. The list will be reviewed from time to time. Advice on the nature and seriousness of offences can be obtained through the School's Personnel Advisor.

2.11 An amendment to employees' contracts of employment reflecting this procedure is included as Appendix 3.2.

2.12 Appeal Rights

If a decision has been made to withdraw the offer of employment, the employee must be informed of the decision in writing and a copy of the CRB code made available to the applicant. The applicant should also be notified that they have a right to dispute the decision and must do so in writing, and to appeal in person. Applicants can dispute anything from their name, address or even date of birth to the conviction information listed.

If an applicant disputes the information on the Disclosure, the appointment should be placed on hold until the matter is resolved. An Appeal Officer and a Personnel Adviser (other than those persons originally involved in the selection process) should arrange a meeting with the applicant to allow the applicant the opportunity to clarify their position and provide the correct information. If the information needs to be re-checked the Counter-Signatory should contact the Disclosure dispute line on 0870 90 90 778. The applicant may also contact the above telephone number and ask to raise any issues regarding incorrect information contained on a Disclosure.

The CRB Disputes Team may then liaise with the Police Force to determine whether the information is correct or not. The Police Force may request the applicant to attend a local Police Station for fingerprinting to determine whether the conviction does/does not belong to them.

2.13 Where the School Employs Staff via a Recruitment Agency

Under existing employment regulations, recruitment agencies are expected to take all reasonable steps to ensure that the personnel they supply are not unsuitable for work. Just as schools undertake the recruitment checks for their permanent staff, they should also ensure that they have checked this information and keep records for agency workers.

In order to effect this, the Agency should be provided with a copy of the CRB Procedure and schools should obtain written verification from the Agency that the agency worker has a current and satisfactory Disclosure certificate (in addition to other pre-employment checks i.e identity, qualifications, right to work in the UK etc) which complies with the CRB Procedure. The signed statement from the Agency should indicate the level of disclosure and the date of issue, and should be recorded and kept in the School's central pre-employment check records.

2.14 Contractors

Schools should ensure that the terms of any contract they let that requires a contractor to employ staff to work with, or provide services for, children for whom the School is responsible also requires the contractor to adopt and implement measures in this procedure with regard to CRB and other pre-employment checks.

2.15 Carrying out Criminal Records Checks for Existing Employees

The Disclosure Service enables organisations to check existing staff employed before March 2002, and in areas where our Procedures require a disclosure for certain posts, but this must be with their consent. Where schools wish to ask groups of existing staff to undergo checks, they must consult with Trades Unions, seek Personnel advice and pay due regard to the terms of the relevant contracts or conditions of employment.

2.16 Existing staff who are long serving should not necessarily lose their jobs if the checks prove that they are unsatisfactory for their current post. The School should consider redeployment as an option if at all possible.

2.17 If an existing employee is dismissed from the School's employment after a proper investigation for reasons relating to a criminal act against a child or vulnerable adult then this information should be notified to and placed on the following records:-

- The Police
- Protection of Children Act List
- Protection of Vulnerable Adults List
- DoH List
- DfES

All actions leading to such dismissal should be carried out in accordance with the employee's contract of employment.

2.18 Applicants from Overseas

If an overseas applicant has lived and worked in the UK before, then schools need to take up the same pre-employment checks as they would for a UK applicant. However if the overseas applicant has not previously lived in the UK, CRB, List 99 and PoCA List checks will serve no purpose as the individual will not have a criminal record in this country and will not appear on these lists.

In all cases where an applicant has worked or been resident overseas in the previous 5 years the employer should where possible obtain a check of the applicant's criminal record from the relevant authority in that country. Not all countries provide that service, but the CRB provides an Overseas Information Service, which is a "fax back" service which provides employers with details of the type of criminal record information which new employees may be able to obtain from their home countries.

Further information about the Overseas Information Service can be obtained from www.crb.gov.uk/services_overseas.asp or by telephoning the CRB enquiry line on 08700 100 450.

In cases where a criminal record check is not possible particular care should be taken with the other required checks, especially those of identity and qualifications and to obtain satisfactory references.

2.19 Portability of Disclosure – Can a Disclosure be used more than once ?

There may be instances when a disclosure issued for one position could be used for another job or voluntary position, for example, if a teacher's service has not been broken for a period of three months or more, a new CRB check is not required although the school should ask for evidence from the previous school or authority that the check was undertaken. The overriding consideration must be safety and the interest of those the Disclosure Service is designed to protect are paramount. A disclosure carries no period of validity because disclosures are designed for use immediately after issue.

The following diagram illustrates the circumstance in which a disclosure may be used again:-

First Post for which disclosure was issued	Second Post - The post to be filled	Use disclosure again ?
Working with children	Working with children	Yes*
Not working with children	Working with children	No

* Protection of Children Act List (POCAL) – a list of those banned from working with children. DoH - a list of those banned from working with vulnerable adults. Enhanced Disclosure should not be re-used in positions requiring a check of the POCAL and DoH list.

Further information and advice on portability of disclosure can be obtained from Personnel. The CRB will also be able to provide advice on portability of disclosure.

Appendix 3.1

(MODEL DOCUMENT FOR ENHANCED DISCLOSURES – TO BE SENT OUT WITH JOB PACK)

CRIMINAL RECORDS CHECKS

The post for which you have requested information includes duties which involve working with children/vulnerable adults. A child or young adult is a person up to 18 years of age. A vulnerable adult is a person aged 18 years and over who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of himself for herself; or unable to protect himself or herself against significant harm or serious exploitation.

Offers of appointment to the post will be conditional upon the individual(s) obtaining a Enhanced Disclosure Certificate from the Criminal Records Bureau (CRB) and on the relevance of the information contained in the Disclosure.

A Disclosure Certificate is a document containing information held by the police and government departments. It can be used by employers and voluntary organisations to make safer recruitment decisions. Disclosures will provide details of a person's criminal record including convictions, cautions, reprimands and warnings held on Police National Computer (PNC). If the position involves working with children, disclosures will also contain details from lists held by the Department of Health (DH) and the Department for Education and Skills (DfES) of those considered unsuitable for this type of work.

From 12th May 2006 it has been a mandatory requirement that all members of a school's workforce must have an Enhanced CRB Disclosure.

The CRB Code of Practice (which the School adheres to) requires that the School has a policy on the recruitment of ex-offenders. The School's policy is as follows:-

POLICY STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- *As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicants' suitability for positions of trust, this school complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.*
- *The School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of ethnicity, gender, disability, sexual orientation, age, class, income, employment status or religious belief.*
- *We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.*

- For those positions where a Disclosure is required job application information, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We require any applicant who receives a conditional offer of employment to apply for an Enhanced Disclosure via the CRB process. We require that the Disclosure Application Form is completed and returned to a designated person at the School without undue delay. We guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- We ensure that all those in the School who will be involved in making decisions about appointments have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment/dismissal from the School's service.
- We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.. **Having a criminal record will not necessarily bar you from working with us.** This will depend on the nature of the position and the circumstances and background of your offences.

Appendix 3.2

(AMENDMENT TO CONTRACTS OF EMPLOYMENT)

Staff whose duties involve regular contact with children and/or vulnerable adults.

Your post involves working with children and/or vulnerable adults. The Royal Borough requires disclosure of all criminal record information, including details and dates of 'spent' convictions, cautions, reprimands, final warnings and in some cases other relevant non-conviction information such as police enquiries and pending prosecutions.

You will have been required to obtain a Disclosure certificate from the Criminal Records Bureau prior to commencing work in this post. You will be required to obtain further Disclosure certificates at three yearly intervals thereafter. The Royal Borough will pay cost of the Disclosure fee.

You will also be required to notify one of the service's Counter-Signatories (in Education Personnel) immediately, of any subsequent convictions, cautions, reprimands, or final warnings which arise subsequent to a Disclosure.

In circumstances where the Disclosure reveals/you declare information which may be relevant to your duties the situation will be reviewed. This review may lead to the termination of your employment.

Appendix 4

Post Employment Induction

Following appointment all new staff will be subject to an Induction Programme.

The Induction Programme will:

- Provide training and information about the School's policies and procedures;
- Support individuals in a way that is appropriate for the role for which that have been appointed;
- Confirm the conduct expected of staff within the School;
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role and responsibilities;
- 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.