



SAFER RECRUITMENT & INDUCTION OF NEW STAFF POLICY

Rationale

This Recruitment and Selection Policy has been produced in line with the DfE guidance 'Keeping Children Safe in Education, September 2023'. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people.

Recruitment and Selection Policy Statement

Ayscoughlee Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The Headteacher and Governors are committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. We recognise that a motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the role is critical to the school's performance and fundamental to the delivery of a high-quality service.

Purpose

To ensure the recruitment of both permanent and fixed-term staff (including voluntary) is conducted in a fair, effective and economic manner. To achieve this purpose, those responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

Scope

This policy applies to both staff and Governors responsible for and involved in the recruitment and selection of all employees. The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body has delegated the responsibility to the Headteacher for appointing staff other than those to the leadership group.

Aims and Objectives

- To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.
- To ensure a consistent and equitable approach to the appointment of all school staff.
- To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.
- To ensure the most cost-effective use is made of resources in the recruitment and selection process.

Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high-quality service.
- The job description and person specification are essential tools and will be used throughout the process.
- Employees will be recruited on the knowledge, experience and skills needed for the job.
- Selection will be carried out by a panel with at least two members but preferably with three, dependent upon the position being recruited for.
- Selection will be based on a minimum of completed application form, short listing, interview, appropriate checks having been completed, including online and social medial checks, and

satisfactory references.

- Monitoring and Evaluation are essential for assessing the effectiveness of the process.
- All posts will be advertised and the decision on how to advertise the post will rest with the Staffing Sub-Committee.
- All advertisements will carry a safeguarding statement.
- In line with the Equality Act (2010), the school will make reasonable adjustments to its recruitment process if an applicant makes us aware they have a disability (this will apply to the entire recruitment process, from advertisement to appointment).
- Legislation in relation to confidentiality and data protection will be adhered to at all times.

Pre-recruitment Process

Objective

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important; therefore the experience should be positive and all those responsible for recruiting will:

- Leave a positive image with unsuccessful applicants.
- Give successful applicants a clear understanding of the post and what is expected of them.
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people.

Application Form

A standard application form, produced by the school, will be used to obtain a common set of core data from all applicants.

The candidates must sign a declaration that:

- They understand that the post is exempt from the Rehabilitation of Offenders Act 1974 and if appointed will be required to give consent for the school to check criminal record status through independent verification (e.g. Disclosure and Barring Service DBS).
- Personal information in the application form will only be used for the purposes of recruitment and selection and will be held and processed in accordance with UK Data Protection legislation and will be kept in strict confidence.
- Any offer of employment is subject to the school being satisfied with the outcome of these checks. They understand any appointment can only be confirmed once a DBS certificate, verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK and satisfactory references have been received by the School.

Job Description and Person Specification

An accurate job description is required for all posts.

A person specification, which is a profile of the necessary requirements for the post, is also required for all posts.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee. References will be sought on candidates and will be obtained, as far as possible, before interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview. When collecting references, the following will apply:

- The school will send out a reference pro-forma to all referees.
- Open references, e.g. references addressed 'to whom it may concern' or 'Dear Sir/Madam' will not be accepted.
- There must be two references obtained, one of which must be the current or most recent employer.
- Where an applicant is not working with children, but has done so in the past, a reference from

that employer will be required.

- Where a reference is received by email, a phone call will be made to ensure this has come from the person named as referee.

Interviews

The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

When arranging interviews the school will:

- Ensure all candidates are assessed equally.
- Ensure the interview process is accessible to all candidates.
- Ensure quality in all aspects of the process.
- Make reasonable adjustments for candidates if needed.
- Carry out social media checks on all short-listed candidates.

Interview Panel

A minimum of two interviewers will form the interviewing panel, but preferably three.

The members of the panel will:

- Have the necessary authority to make decisions about appointments.
- Be appropriately trained, (one member of interview panel will ideally have undertaken the Safer Recruitment Training).
- Meet before the interviews to:
 - i. Reach a consensus about the required standard for the job to which they are appointing.
 - ii. Consider the issues to be explored with each candidate and who on the panel will ask those questions.
 - iii. Agree their assessment criteria in accordance with the person specification.
 - iv. Agree a standard set of questions in order to assess the candidates' suitability for the role. Where a candidate is known personally to a member of the selection panel, it will be declared before short-listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Scope of the Interview

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel will also explore:

- The candidate's attitude towards children.
- 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 light of the requirement for a DBS Enhanced Disclosure.
- Any issues/questions arising from social media checks.

Conditional Offer of Appointment: Pre-Appointment Checks

An offer of appointment to the successful candidate will be conditional upon:

- The receipt of at least two satisfactory references
- Verification of the candidate's identity
- Verification of eligibility to work in the UK
- Verification of overseas checks where necessary
- Verification of qualifications

- Verification of professional status where required
- Verification of prohibition from teaching or management checks
- A check of DfE Barred list and a satisfactory DBS enhanced disclosure
- For teaching posts verification of successful completion of a 6 month probationary period those who obtained QTS after 7 May 1999).
- For non-teaching posts satisfactory completion of a 3 month probationary period.

DBS Certificates

The DBS Code of Practice states that a recruitment decision can only be made after having seen a physical copy of the applicant's DBS certificate. Therefore, until such time as the school has seen the original certificate, appropriate measures to safeguard children must be put in place as described in the *ISI Commentary on the Regulatory Requirements* and recorded in the single central register. The regulatory requirement for the single central register is that the 'date on which the certificate was obtained' is recorded. This should therefore be the date that the school saw the original certificate and not the issue date.

Advice will be sought if a DBS Disclosure reveals information that a candidate has not disclosed in the course of the selection process.

A barred list check is always needed if a DBS is not received before the start date, where a pre – existing DBS is accepted under the 3-month rule or where a pre-existing DBS check is accepted from a candidate who has subscribed to the DBS update service.

All checks will be:

- Documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations);
- Recorded on the school's single central register
- Followed up where they are unsatisfactory or there are discrepancies in the information provided where:
 - i. The candidate is found to be on DfE Barred List or the PoCA List, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
 - ii. An applicant has provided false information in, or in support of, his/ her application; or,
 - iii. There are serious concerns about an applicant's suitability to work with children, the school will seek advice regarding the process to follow. Referrals will be made to the police and / or the DfE Children's Safeguarding Operations Unit where necessary.

(See Appendix 1 for Appointment Checklist.)

Candidates Who Have Lived and Worked Overseas

The school will make further checks on any candidate who has lived, worked or studied overseas so that any relevant events which may have occurred outside the UK can be considered. This may include obtaining a 'statement of good conduct' (sometimes referred to as a certificate of good repute) that relates to the time the candidate resided in that country. The exception is a candidate who is serving/living with someone who is serving in the armed forces during that time. A candidate will be asked to apply and pay for this statement, after an offer of employment is made. Candidates to be interviewed will be alerted to this requirement prior to interview.

Right to Work in the UK

In all cases, a right to work in the UK check must be carried out prior to any applicant being permitted to start work, and is carried out as part of the interview process. The Bursar is required to see the applicant's original documents, with the applicant present, and check that:

- The documents are genuine, original and unchanged and belong to the person who has provided them.
- The dates for the applicant's right to work in the UK have not expired.
- Photos are the same across all documents and look like the applicant.
- Dates of birth are the same across all documents.

- The applicant has permission to do the type of work being offered (including limit on the number of hours they can work).
- For students, they must provide evidence of their study and vacation times.
- If 2 documents give different names, the applicant has supporting documents showing why they are different, e.g., a marriage certificate or divorce decree.

Temporary or Cover Staff

Where temporary or cover staff are employed directly by AHS, we will complete all relevant checks as for other employed staff. This will be recorded on the single central register.

Before taking on a member of supply staff provided by a supply agency, the school will ensure that the member of staff only begins to work when we have received written notification from the employment business that all the checks; identity, references, a check of previous employment history, enhanced disclosure, right to work in the UK, barred list/List 99, prohibition from teaching, prohibition from management, qualifications, overseas checks that we do on our staff have been undertaken by the agency in relation to that person and to the extent relevant to that person. That an enhanced criminal record check has been made by it or another employment business and a certificate has been received in response to that check. We would also ask if that certificate disclosed any information. **We would need a copy of any enhanced criminal record certificate obtained by an employment business, before the person is due to begin work at the school.**

We would only allow supply staff to work at school if the Headteacher/Governing body considers that person suitable for the work needed. A separate identity check of the person would be carried out by the school and recorded, to ensure they are the same person on whom the checks have been made.

Apprentices

Should the school recruit an apprentice through an apprenticeship provider, written confirmation will be obtained from the provider that the same checks have been carried out for the apprentice as the school would have carried out on its own staff. The school will also check the person presenting themselves for work is the same person on whom the checks have been made. This will be recorded on the school Single Central Register.

Volunteers

We recognise that many parents and other volunteers help regularly in the classroom and with activities associated with AHS and, in so doing, provide us with much needed and valuable support. All volunteers that come into close contact or regular contact with children will be asked to complete a DBS Enhanced Disclosure Form. We have used the Regulation guidelines in defining regular contact as for 4 or more days within a 30 day period or once a week or more often.

The Headteacher will use her skills and knowledge to consider the suitability of the person volunteering their time and skills to the school. Under no circumstances will volunteers be allowed to work unsupervised with children until a satisfactory DBS Enhanced Disclosure has been obtained.

Visitors

Individuals working at school but employed by a third party e.g. nurse, psychologist should have been checked by their employing organisation. We would always ensure that they were expected and the correct paperwork had been carried out for them to be able to work with children. Identity would also be checked on arrival. Prevent requires that visiting speakers are suitable and appropriately supervised, we ensure this is the case at Ayscoughfee Hall School. Regular visitors have a DBS Enhanced Disclosure, other visitors are listed and a Risk Assessment on suitability completed, they will be accompanied when in school with children. Student teachers/ work experience pupils will have been checked by their university/school. **All visitors must have their identity checked when arriving at school, follow the school's sign in procedure and be given the appropriate coloured lanyard to be worn by the visitor at all times.**

Governors

Members of the Governing Body will need to obtain a DBS Enhanced Disclosure.

Contract Staff

All contract staff (i.e. caterers) must have a clean DBS certificate and barred list check if they are working at the School during the hours when the children are present. If application has been made for a DBS check, but the certificate has not yet been received, the onus is on the Headteacher to ensure that such staff do not pose a risk to children. Such staff must not start work until they have received a satisfactory DBS barred list check. Catering staff details are recorded on the single central register. An identity check will also be carried out by the School to confirm that the individual arriving is the individual that the contractor informed them would be arriving.

Occasional/Temporary Building Contractors

Children should not be allowed in areas where builders are working, for health and safety reasons, so these workers should have no contact with children. However the School will ensure that arrangements are in place with contractors, via the contract where possible, to make sure that if any of the contractors staff come into contact with children they undergo appropriate checks. For contractors who have the opportunity for regular contact with children they must be enhanced DBS checked. An identity check will also be carried out by the School to confirm that the individual arriving is the individual that the contractor informed them would be arriving. **Unchecked contractors should under no circumstances be allowed to work unsupervised**, the school is responsible for determining the appropriate level of supervision depending on the circumstances.

Compliance with Data Protection

The school will process personal data collected during the recruitment process in accordance with our Data Protection Policy. Data collected as part of the recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing the recruitment exercise effectively to decide to whom to offer the job.

Equality, Diversity and Inclusion

AHS is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair as outlined in the Equality Act 2010. Recruitment and selection procedures will be reviewed on a regular basis to ensure that no applicant experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; sex; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

We do not enquire about the specific health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties and establishing a teachers' general fitness and ability to teach as required by the Health Standards (England) Regulations 2003.

Post-Appointment Induction

There will be an induction programme including safeguarding for all staff newly appointed to the school, regardless of previous experience. All staff are made aware that the school and grounds are a non-smoking environment.

Induction of New Staff

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and

individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school development plan. The school's induction procedures are designed to help to make this happen. The school recognises that pupils achieve most from well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and support strongly the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes the provision of support, training, appraisal and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and values and how they impact on the implementation of school policy.
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures.
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school.
- To ensure implementation of the school's health and safety routines and requirements.
- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long-term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school.

Responsibilities

The Deputy Head will take overall responsibility for the induction process and will organise an appropriate mentor for the new teaching staff member. The school's Staff Handbook, Staff Code of Conduct, Safeguarding and Child Protection Policy including KCSIE, Whistleblowing, Anti Bullying, Restraint, GDPR and Health and Safety Policy will be handed over to the new staff member and important items pointed out. Checklists for the induction of staff and the varying roles that they are taking on in school will be followed as part of the Induction Program. Induction checklists for different roles in school can be found in Appendix 2.

The Mentor's Role

The mentor will support the new staff member by:

- Meeting regularly, focus of meetings to be agreed by participants
- Providing informal support
- Referring the new staff member to others for support as appropriate
- Liaising with the Headteacher on a regular basis

Monitoring and Evaluating

All participants complete the induction record form as part of the induction process.

The Deputy Head, the mentor and new staff member will evaluate the induction process. The results will be used to inform and refine the process and practice for future candidates.

Monitoring and Review

This policy will be regularly reviewed by the Governing Body and updated in line with Ayscoughfee Hall School's Policy Schedule.

This policy must be read in conjunction with the following School Policies:

- Equality Policy**
- Safeguarding & Child Protection Policy**
- Staff Handbook**
- Staffing Policy**

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids' Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	Autumn 2023	Autumn 2024	8

Appendix One

Appointment Checklist - CONFIDENTIAL

Name:

Date of Birth:

Role:

Start Date:

	Date	Details	Seen / Checked	Signature	Copy in file?
Application Form/CV					
Record of Interview					
Reference 1					
Reference 2					
Qualifications					
Photo ID					
Right to work in UK					
Medical Statement					
Address confirmation					
Appointment letter					
Contract Issued & Signed					
Emergency Information form completed					
Payroll form completed					
Enrolled to pension scheme (where applicable)					
Staff Handbook issued and signed as read & understood					
Staff Code of Conduct issued and signed as read & understood					
Prohibited list check					
Prohibition from management check					
Staff disqualification form					
Safeguarding Policy issued and signed as read & understood					

Date DBS applied for:

Date DBS seen:

DBS Number:

Signed: _____

Date: _____

Appendix Two

Ayscoughfee Hall School – Qualified Teacher Induction Checklist and Record Form

Staff Name _____

Start Date _____

Focus	Tick when complete	Follow up / further question
• Introduction to staff		
• Tour of the school		
• Receive; Staff Handbook and paper copies of other policies; Safeguarding and Child Protection, Whistleblowing, Staff Code of Conduct, Antbullying, Positive handling, GDPR, Health and Safety, Social media, Behaviour, Acceptable use of ICT		
• Show: staff drive A8 policy folder		
• Read and sign to confirm their understanding of KCSIE		
• PREVENT training		
• ENABLE – Keeping Children Safe in Lincolnshire		
• Explain fire evacuation procedures		
• Planning – long term overview/topics –medium- and short-term plans and expectations of saving these on the staff drive/emailing to the Headteacher		
• School schemes – White Rose/Spelling/RE/Big write folders/PSHEE/Times Tables rockstars		
• Assessment folders		
• PUMA and PIRA assessment tests		
• O Track		
• My Concern		
• Targets		
• Class weekly timetable and TAtimetables		
• Targets		
• Reading diaries		
• Daily and Weekly routines - Homework / Rota's / Duties / Staff Noticeboard / Star of the week / Newsletter / Assemblies		
• Forest school topics		
• After school clubs / wider school commitments (PTFA events)		
• Teacher calendar of yearly events		
• Staff email, log ins and passwords		
• School security/door codes and fobs		
• Introduction to the Governors		
• Introduction to mentor		
• Lesson observation by the Headteacher		
• Review meeting with the headteacher		

Signed: Deputy Head _____ Signed: New member of staff : _____

Date: _____

Ayscoughfee Hall School – Teaching Assistant Induction Checklist and Record Form

Staff Name _____

Start Date _____

Focus	Tick when complete	Follow up or further questions
• Introduction to staff		
• Tour of the school		
• Receive; Staff Handbook and paper copies of other policies; Safeguarding and Child Protection, Whistleblowing, Staff Code of Conduct, Antibullying, Positive handling, GDPR, Health and Safety, Social media, Behaviour, Acceptable use of ICT		
• Show: staff drive A8 policy folder		
• Read and sign to confirm their understanding of KCSIE		
• PREVENT training		
• ENABLE – Keeping Children Safe in Lincolnshire training course		
• Explain fire evacuation procedures		
• My Concern		
• Resources / Stock cupboard / photocopier / laminator		
• School staff drive		
• Daily and Weekly routines - Rota's / Duties / Staff Noticeboard / Star of the week / Newsletter / Assemblies / Staff meetings		
• After school clubs / Wider school commitments (PTFA events)		
• Staff email, log ins and passwords		
• School security/door codes and fobs		
• Introduction to the Governors		
• Introduction to mentor		
• Review meeting with the headteacher		

Signed: Deputy Head _____

Signed: New member of staff _____

Date: _____

Ayscoughfee Hall School – Administration Induction Checklist and Record Form

Staff Name _____ Start Date _____

Focus	Tick when complete	Follow up or further questions
• Introduction to staff		
• Tour of the school		
• Receive; Staff Handbook and paper copies of other policies; Safeguarding and Child Protection, Whistleblowing, Staff Code of Conduct, Antbullying, Positive handling, GDPR, Health and Safety, Social media, Behaviour, Acceptable use of ICT		
• Show: staff drive A8 policy folder		
• Job description / roles		
• Read and sign to confirm their understanding of KCSIE		
• PREVENT training		
• ENABLE – Keeping Children Safe in Lincolnshire training course		
• Explain fire evacuation procedures		
• My Concern		
• Resources / Stock cupboard / photocopier / laminator		
• School staff drive		
• Daily and Weekly routines - Rota's / Duties / Staff Noticeboard / Star of the week / Newsletter / Assemblies / Staff meetings		
• Staff email, log ins and passwords		
• School security/door codes and fobs		
• Introduction to the Governors		
• Introduction to mentor		
• Review meeting with the headteacher		

Signed: Deputy Head _____

Signed: New member of staff _____

Date: _____

Ayscoughfee Hall School – Lunchtime Supervisor Induction Checklist and Record Form

Staff Name _____ **Start Date** _____

Focus	Tick when complete	Follow up or further questions
• Introduction to staff		
• Tour of the school		
• Receive; Staff Handbook and paper copies of other policies; Safeguarding and Child Protection, Whistleblowing, Staff Code of Conduct, Antibullying, Positive handling, GDPR, Health and Safety, Social media, Behaviour, Acceptable use of ICT		
• Show: staff drive A8 policy folder		
• Job description / roles		
• Read and sign to confirm their understanding of KCSIE		
• PREVENT training		
• ENABLE – Keeping Children Safe in Lincolnshire training course		
• Explain fire evacuation procedures		
• My Concern		
• Staff email, log ins and passwords		
• School security/door codes and fobs		
• Introduction to the Governors		
• Introduction to mentor		
• Review meeting with the headteacher		

Signed: Deputy Head _____

Signed: New member of staff _____

Date: _____

Ayscoughfee Hall School – Site Staff / Cleaners Induction Checklist and Record Form

Staff Name _____ Start Date _____

Focus	Tick when complete	Follow up or further questions
• Introduction to staff		
• Tour of the school		
• Receive; Staff Handbook and paper copies of other policies; Safeguarding and Child Protection, Whistleblowing, Staff Code of Conduct, Antibullying, Positive handling, GDPR, Health and Safety, Social media, Behaviour, Acceptable use of ICT		
• Show: staff drive A8 policy folder		
• Job description / roles		
• Read and sign to confirm their understanding of KCSIE		
• PREVENT training		
• ENABLE – Keeping Children Safe in Lincolnshire training course		
• Cleaning cupboards and equipment		
• Risk Assessments		
• COSHH policy		
• Explain fire evacuation procedures		
• My Concern		
• Staff email, log ins and passwords		
• School security/door codes and fobs		
• Introduction to the Governors		
• Introduction to mentor		
• Review meeting with the headteacher		

Signed: Deputy Head _____

Signed: New member of staff _____

Date: _____