

# **Nottinghamshire School Recruitment and Selection Policy**

**FOR HEADTEACHERS AND  
GOVERNING BODIES**

**September 2016**

**HR Advice, Support and Training Services**

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# **Recruitment and Selection Policy**

## **Introduction**

1.0 This document sets out for Governing Bodies the local authority's (LA) advice on the process for appointing staff in schools. The procedure is set within the context of:

- The Education Act 2002
- The School Staffing (England) Regulations 2009
- The School Staffing (England) (Amendment) Regulations 2006
- Current employment legislation
- The requirements of DfE "Keeping Children Safe in Education 2015
- Equality Act 2010
- ACAS advisory booklet 'Recruitment & Induction'

1.1 The procedures represent good personnel practice and have been agreed with all of the recognised trade unions through the JCNP process and meet legislative requirements. Due to the complexities of this area of employment and education law, governing bodies are strongly advised to adopt the attached procedures without amendment and seek advice on individual cases from the HR Service. Should, exceptionally, a governing body seek to amend the recommended procedure they will need to consult/negotiate any changes collectively with all of the Secretaries of the recognised trade unions and confirm any amendments with the LA. Governing bodies are strongly recommended to seek advice from the HR Service in these circumstances.

1.2 The appointment of a new member of staff to a school is a major investment. It is important therefore to ensure that the recruitment process is carefully managed to ensure that a successful appointment is made.

1.3 The recruitment process can be broken down into five main phases:

1. Planning the recruitment process
2. Advertising and application
3. Shortlisting candidates for interview
4. Interview process
5. Appointment procedure and induction/probation

1.4 The policy should be read in conjunction with the guidance and toolkit documents.

## **Roles and responsibilities**

1.5 The governing body has overall responsibility for staffing responsibilities in their school. It is recommended that the head teacher takes the lead in making staff appointments other than for posts on the leadership spine.

1.6 Responsibility to interview and appoint staff can be delegated to the head teacher however it is recommended that wherever possible an interview panel consisting of the head teacher and 2 governors is convened to consider the important decision of who to appoint to a vacant post in school.

1.7 The interviewer (if it is one person) or at least one member of the interview panel must be appropriately trained in safer recruitment.

- 1.8 For recruitment to leadership posts the governing body are required to establish a selection panel to appoint a head teacher or deputy head teacher and inform the LA in writing of any head teacher vacancy. The governing body is required to inform the LA of the names of the shortlisted candidates for head teacher posts, and the LA has a right to make written representations to the selection panel and attend the interview. The governing body may access professional support through the Education Improvement Service (EIS) when appointing a new head teacher.
- 1.9 For community and voluntary controlled schools the LA remains the employer in law. For voluntary aided or foundation schools and academies the governing body is the employer in law.
- 1.10 It is the responsibility of governors and staff involved in any recruitment and selection process to ensure they adhere to the principles of equal opportunities and the relevant equalities legislation. Schools should also take account of the document 'Equality and Diversity in Employment' available on Schools portal [Equality and Diversity in Employment](#) which for community and voluntary aided schools sets out the County Council's Equal Opportunities Policy.
- 1.11 The County Council is committed to safeguarding and promoting the welfare of children. Governing Bodies are, therefore, strongly advised to adopt these recruitment procedures which are in line with the DFE statutory guidance "Keeping Children Safe in Education" 2016. Governors are also advised to refer to the latest DFE guidance and should have a whole school policy on Child Protection.
- 1.12 Governing Bodies should ensure they have an Equal Opportunities Policy or adopt the County Council's Equal Opportunities and Safeguarding policies as their own and give consideration as to how they will ensure their implementation.
- 1.13 The Corporate Director for Children, Families and Cultural Services or their nominated officer has the power within the Education Act 2002 to advise the governing body on appointments for teaching staff and for support staff and also has the right to attend the interview and other activities relating to the selection process. However, in normal circumstances, the Corporate Director for Children, Families and Cultural Services will only exercise this right in respect of the appointment of head teachers.
- 1.14 Throughout the school's recruitment process, the Corporate Director for Children, Families and Cultural Services or their representative will act in a strictly advisory role. However, the Authority may refuse to appoint a candidate recommended by the governing body where the county council is the employer, if that candidate fails to fulfil one of the requirements relating to qualifications, health and physical capacity, conduct, performance or suitability to work with children.
- 1.15 In the event of a complaint by an applicant that, for example, they have been discriminated against, the respondent at a tribunal will be the Governing Body of the school, not the LA. Dependent on the circumstances, the cost of defending any such action and any resultant costs may be charged to the delegated budget of the school.
- 1.16 Further training and advice on all recruitment matters can be obtained from the HR Service.

- 1.17 The Recruitment and Advertising Team at the Business Support Centre of the LA will work collaboratively with the schools to ensure that posts are advertised at competitive prices. The school will be responsible for managing the application and interview process.

## **2. Planning the Recruitment Process**

- 2.0 It is essential to plan the recruitment process carefully. Schools often need to make appointments quickly in order to meet the timelines imposed by the final resignation dates for teachers. However, care should be taken to avoid making an inappropriate appointment because of the pressure to fill posts for the beginning of term. Schools are advised, therefore, to regularly review their recruitment procedures and documentation to enable them to manage the process efficiently and minimise the risk of making an unsuitable appointment even when timescales are short. For example, schools should establish clear recruitment policies and procedures to:

- 2.1 Identify appropriately trained governors and staff to be involved in recruitment panels/procedures, remembering that it is mandatory for at least one member of the panel to have undergone appropriate safer recruitment training.
- establish and regularly update a file of information about the school, e.g. policy summaries and management structures for information packages;
  - maintain an up-to-date file of template documents, e.g. outline job descriptions and person specifications;
  - Identify the types and location of application forms to be used for different posts;
  - prepare outline recruitment timescales for each term (i.e. advertising through to interview) for reference as needed;
  - establish efficient record keeping systems.
- 2.2 A summary of the recruitment and selection procedures can be found in the toolkit Appendix 3.

## **3. Defining the vacancy**

### **3.0 Determining the job**

The school should have an up-to-date structure plan for its staff, which maps out the way in which it will develop in staffing terms and this should be referred to before confirming the vacancy. The structure should be reviewed against any known changes e.g. budget, school roll and any factors which could impact on the situation. Because a job has always been done in such a way, encompassed certain duties or has been paid at a certain level does not necessarily mean it should continue to be so.

- 3.1 The Governing body will determine the pay range for each vacancy prior to advertising. If the school has adopted the Living Wage this needs to be reflected in the advertisement for relevant support staff posts.
- 3.2 Prior to advertising the Governing Body may consider other options such as opportunities for job share and flexible working if this meets the organisational needs of the school.

- 3.3 Where governors are considering an appointment on a fixed term or temporary basis, they will take into account the guidance from the HR Service. The governing body must recognise that appointments on this basis should only be made in line with the Fixed Term Contract Agreement.

### **3.4 Timing the appointment process**

The governing body will plan a realistic outline timescale, which includes the main processes in filling the post, from advertising to appointment and the availability of staff and governors.

For teachers this must also take account of their statutory resignation dates i.e. 31 May, 31 October and 28/29 February. The contractual notice periods are 3, 2 and 2 months respectively for the above dates plus 1 additional month notice for existing head teachers.

## **4. Job Description**

- 4.0 A formal written job description for the post must be agreed before the post is advertised. It should clearly state the grade (or range), the main duties and responsibilities of the post, the working hours, job title and a breakdown of any supervisory or budgetary responsibilities. This is essential not only for recruitment purposes but also for induction, performance management and continuing professional development (CPD).
- 4.1 In line with “Safer Recruitment” guidance, all school job descriptions should include a reference to the safeguarding duties and responsibilities of the post. This must state the level of responsibility for promoting and safeguarding the welfare of children and young people that comes with the post.
- 4.2 All standard job descriptions have been agreed with the recognised trade unions. If the school wishes to establish a new job description or amend one through a restructuring exercise, the head teacher should consult with the governors and trade unions. The governors should be consulted on any changes to existing job descriptions in the school. Any new or changed support staff job description should be subject to the schools job evaluation scheme.

## **5. Person Specification**

- 5.0 The next stage, before advertising the post, is to carefully establish a profile of the personal skills and characteristics required of the post holder. This person specification will inform the whole recruitment and selection process and forms a framework against which objective decisions can be made about each applicant’s suitability for the post.
- 5.1 The job description should be used as a basis for drawing up a person specification. The purpose of the person specification is to define the school’s expectations of the post holder by detailing the essential and desirable skills and aptitudes of the post holder. The person specification should:

- include the qualifications/skills and experience needed to undertake the role and any other requirements needed to perform the role, including suitability for working with children and young people;
- reflect the competencies and qualities the successful candidate will need to demonstrate during the selection process;

5.2 The person specification should **be precisely related to the requirements of the post** and should not contain experience, qualifications or characteristics which are not relevant to the post.

5.3 In considering the essential criteria, the selection panel may wish to consider their relative “weighting”. This allows the panel to take account of the relative importance of the essential elements, with regard to the duties and responsibilities of the post.

5.4 The governing body will ensure that the person specification agreed for each post does not breach equal opportunities legislation.

## **6. Advertising and Application**

6.0 The purpose of the advertisement is to:

- a) attract responses from suitable and appropriately qualified people and
- b) deter responses from unsuitable and unqualified people.

6.1 Before advertising the post, schools must consider offering the vacancy to staff identified as at risk of redundancy in order to satisfy the requirement to seek to mitigate redundancy.

## **7. Redeployment**

7.0 With a fluctuating school population and a declining need for staff in some schools, the Local Authority maintains a redeployment policy. This enables appropriately qualified and experienced staff released by Nottinghamshire schools to obtain employment in other local schools.

7.1 In these circumstances, schools may be asked to interview such a candidate prior to the post being advertised by the school. It should be noted that such redeployment does not contravene equal opportunity requirements.

## **8. Preparing the advert**

8.0 Particular care needs to be taken with the wording of the advertisement. It is also important that the wording of adverts does not inadvertently contravene equality legislation, as mentioned in section 5 above.

8.1 The advert needs to focus on the key details of the post such as grade, key duties and responsibilities, required qualifications etc. schools should also take account of their own policies relating to safeguarding, equal opportunities and job share. The advert should state that the successful applicant will be required to undertake an enhanced DBS check.

- 8.2 As stated in 'defining the vacancy' the STPCD no longer requires a school to appoint a teacher in accordance with their previous salary. The pay band for the post should be clearly stated on the advert and that appointment will be to the minimum point of that band, unless the governing body decide otherwise.
- 8.3 In drawing up an advertisement, schools need to tailor the advert to attract candidates. Information about the numbers of pupils, the current Ofsted judgement and welcoming candidates to visit the school will encourage applicants to apply.

## 9. Placing the Advertisement

- 9.0 The County Council often uses "block advertisements" in a number of key publications which not only attract more attention but are more cost effective. To obtain the appropriate discount, adverts must be booked through the Business Support Centre, Recruitment and Advertising team. This team can also provide media and costing advice.
- 9.1 Teaching and support staff opportunities can be advertised on-line ([www.nottinghamshire.gov.uk/jobs](http://www.nottinghamshire.gov.uk/jobs)).

## 9.2 Advertising of Head Teacher posts

The School Staffing (England) Regulations 2009, Paragraph 15 [states the](#) governing body must advertise any head teacher or deputy head teacher post 'in such manner as it considers appropriate unless it has good reason not to'. The local authority advises that all appointments to headships should be advertised externally unless there are exceptional circumstances which the LA has agreed to. As all appointments to head teacher posts are critically important the LA will exercise its right to be represented at all appointment processes for head teachers irrespective of whether the school buys the LA appointment service or not.

Any decision by the governing body not to advertise a post of head teacher or deputy head nationally should be discussed with the Education Improvement Service and HR Service.

- 9.3 Advertising of other school posts

The governing body will advertise all vacancies externally, unless there is good reason not to do so. This will ensure that the school attracts a wide field of suitable applicants to recruit the best possible candidate and in the interests of fairness, openness and equal opportunity.

## 10. Information Pack for Applicants

- 10.0 All potential applicants should receive an introductory letter detailing the recruitment procedures. It should also include the following statement: **"Nottinghamshire County Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment. Successful candidates will receive the County Council's Safeguarding Policy that outlines the duties and responsibilities of the employer and all employees"**.



- 10.1 The letter should also refer to the equal opportunities policy statement and that disabled applicants who meet the essential criteria of the person specification will be guaranteed an interview.
- 10.2 The recruitment pack should be prepared in advance of the advert so that potential applicants can receive the necessary information promptly. It is important to bear in mind that potential staff will be forming opinions about the school from the details they receive.
- 10.3 The pack should provide a clear picture of the school and its expectations of the post holder. The aim is to encourage applications from those suitable for the post whilst deterring unsuitable individuals from applying.
- 10.4 The pack should contain the job description, person specification, application form and guidance notes, school information, interview procedure, requirements for references, a copy of the safeguarding policy. A contact name and email address should also be given for any questions about the post.

## 11. Application Forms

- 11.0 It is essential that all applicants fully complete the standard application form appropriate to the post. It is not acceptable to accept applications made solely on the basis of a letter and/or Curriculum Vitae (CV) as these allow the applicant to decide which information to supply or omit. The information pack must clearly state that applications will only be considered if they comply with this requirement.
- 11.1 Depending on the post, applicants should also be asked about any special areas of interest (e.g. age range, subject). All applicants should be asked to provide a statement about why they are applying for the post and what skills and attributes they would contribute as well as any other job-specific areas to be assessed.
- 11.2 The application form must include a signed statement that the person:
  - is not on the Children' Barred List
  - is not disqualified from work with children
  - is not subject to sanctions imposed by any regulatory body, e.g. The National College for Teaching and Learning.
- 11.3 Applicants must also either confirm that they have no convictions, cautions or bind-overs. Applicants for teaching posts will be subject to a prohibition from teaching check and staff applying to work in a school in a relevant childcare setting will also be subject to a Disqualification under the Childcare Act 2006 check.
- 11.4 The school should send notes about how to complete the application form with the information pack, as detailed in toolkit Appendix 6. The accompanying information should emphasise the school's commitment to safeguarding children and clarify the vetting procedures which will be applied to all applicants, namely:
  - successful candidates must fully meet all the essential criteria e.g. qualifications, experience and any other requirements in relation to working with children and young people;

- the interview process will be designed to assess the candidate's ability to meet the essential requirements of the post (including suitability to work with children);
- for shortlisted candidates any discrepancy or anomalies in the information provided or issues arising from references will be followed up during the interview;
- current and/or previous employers will be contacted as part of the pre-appointment checks;
- enhanced DBS checks will be required.

## **12. Shortlisting candidates**

- 12.0 In line with the Equality Act 2010 and Nottinghamshire County Council policy, all disabled candidates who meet the essential requirements must be shortlisted and interviewed. If a candidate has indicated that they are disabled in part 12 of the application form, they should be shortlisted if they meet the essential requirements of the person specification.
- 12.1 The equality and diversity monitoring part of the application forms must be detached from the rest of the application form before shortlisting. This can then be re-attached following completion of the appointment process.
- 12.2 The purpose of shortlisting is for the interview panel to take time to assess the returned application forms and references in order to identify who to call for an interview.
- 12.3 All candidates must be assessed equally against the criteria shown in the agreed person specification. There must be no exception or variation to this as this could render the whole process unfair and open to claims against the governing body. Knowledge of a candidate which is not relevant to the post should not be taken into account. This is particularly important where there are internal candidates.
- 12.4 The aim is to identify, from the information given in the application form, how each candidate meets the essential and desirable elements of the person specification. However some elements of the person specification can only be verified or assessed at interview and these should be identified at the planning stage and noted on the person specification. The job requirements must not be modified during or after the shortlisting process. Shortlisting must not be based on any criteria which are not included in the job description or person specification. The panel should not make any assumptions and any uncertainty should be tested at interview.
- 12.5 The panel should note that providing false information in an application is a serious matter which could result in summary dismissal if the applicant has been selected and appointed to the school. Failure to disclose information or providing false information in relation to criminal records is an offence which could lead to prosecution.
- 12.6 The panel must be aware of the documents that the school are required to verify such as identity, qualifications and the right to work in the UK to prevent illegal working in line with the requirements of Section 8 of the Asylum and Immigration Act 1996.

The panel should consider the Pre Interview Checklist (toolkit Appendix 11) for candidates and be clear about which documents they require the school to check and ensure an administrator checks the documents for each candidate prior to the interview time. The completed pre interview checklist should be handed to the panel prior to the start of the interview.

### **13. References**

- 13.0 Having completed the shortlist, appropriate references should be requested for all shortlisted applicants including internal candidates. As part of the process of verifying the suitability of candidates to work with children, the references must be checked prior to the formal interviews. This means that sufficient time must be built into the recruitment programme for these to be requested, received and checked.
- 13.1 The purpose of obtaining references is to enable the selection panel to carefully consider objective and factual information to inform and support their appointment decisions. They also help schools ensure that they are selecting a candidate who is competent and suitable to work with children. For any appointments to head teacher posts, the governing body should insist that one of the references is provided by the current employing local authority.
- 13.2 As part of the appointment process the governing body of a maintained school or academy trust may ask for details about whether a head teacher or teacher at a school has been subject to capability procedures in the previous two years.
- 13.3 One of the references supplied must be from the current or most recent employer. Schools will be in breach of their safeguarding responsibilities if they do not seek to obtain a reference from the current employer before they make an appointment. If an applicant has previously worked with children, either in paid or voluntary activities, at least one reference should be obtained from that school or organisation.
- 13.4 References should always be sought directly from the referee. The referee should be advised that they have a responsibility to ensure that the reference they supply is accurate and does not contain any material misstatement or omission. They should also be informed that NCC policy is one of an 'open reference' where the factual content of their reference is able to be disclosed to the applicant and discussed.
- 13.5 References which are not specific to the post applied for, which have been supplied to the applicant on a previous occasion or 'to whom it may concern', photocopies or testimonials should not be accepted unless they have been verified with the referee and meet all requirements;
- 13.6 Reference requests should be in the same format for all candidates and ask specific questions, ideally in a standard pro-forma (toolkit Appendix 9).

### **14. Interview Process**

- 14.0 Having confirmed the shortlist, the panel must confirm any other activities they wish to include in the selection process. They should again refer to the person specification to ensure that such activities will allow the candidates to demonstrate how they meet the criteria.

## 14.1 Selection Activities

It is important to remember that the selection process does not only enable the selection panel to assess the individual candidates but also allows the candidates to find out about the school and the post for which they are applying.

- 14.2 A number of informal preliminary activities can be used to put the candidates at their ease before the actual selection procedures begin. These could include a tour of the school, a short presentation about the school and the job and an opportunity to meet staff, pupils and governors.
- 14.3 For some posts additional activities will help the panel gain information which would not easily be obtained in a formal interview. A programme should be planned to include a range of activities appropriate to the post. Since all school based staff have access to children, the selection/interview process must provide opportunities for each candidate's suitability for such work to be assessed.
- 14.4 If a candidate has disclosed a disability which may affect their performance at interview, adjustments must be made to the arrangements to accommodate this.

## 15. Interview Preparation

- 15.0 All selection procedures should involve an interview to assess each candidate against the requirements of the job (person specification), even if there is only one shortlisted candidate. The interview should also be used to explore each candidate's suitability to work with children.
- 15.1 The panel should meet before the interviews to:
- review the person specification to determine assessment criteria and questions.
  - agree the questions to ask candidates.
  - agree who will chair the interview and who will ask each question.
  - decide on a model answer and scoring system.
  - decide who will take notes when a panel member is asking the interview the questions.
  - prepare the interview evaluation sheets.
  - confirm arrangements for the day with the school ; that appropriate rooms are available, cover for staff involved, who will collect and return candidates from/to a waiting room, meet candidates upon arrival, check and photocopy candidates documents.
  - Ensure that arrangements are in place for the panel to receive the completed pre interview checklists from candidates
- 15.2 Before the interview, each member of the panel should have received and read copies of the application forms and references for the shortlisted candidates.
- 15.3 Questions for candidates, model answers and a scoring system should be prepared in advance. The interview evaluation sheets should be prepared with the questions listed on them.

- 15.4 The letter of invitation to interview, should be sent promptly to give candidates reasonable notice and time to prepare for any specific activities such as a presentation. Candidates should be asked to confirm that they are able to attend. If a candidate has disclosed a disability which may affect their performance at interview, ask the candidate to contact the school if they require any adjustments to be made to the arrangements.
- 15.5 The letter should also remind candidates that as part of this process they will be asked to declare any convictions cautions or reprimands which they have incurred and that they need to bring relevant documents for identity, enhanced DBS, Children's Barred List and qualification checks will be made.

The letter will explain that documents will be shredded if they are not the preferred candidate after the interview stage.

## 16. Interview Panel

- 16.0 The interview panel should, ideally, consist of 3 people and at least one of them must be trained in safer recruitment procedures. The panel should also be balanced in terms of gender and other relevant factors. The governing body may decide to delegate full responsibility to the head teacher for some recruitment decisions. However, schools are advised to include at least one governor on all interview panels wherever possible and to ensure that recruitment decisions are always made by at least two people. For some staff, e.g. deputy and head teacher posts the governing body must be involved in the process and final decision. Other senior posts may also merit a larger selection panel or the involvement of more staff and governors as appropriate in a range of selection activities.

## 17. Questioning candidates

- 17.0 The structure of the interview should be carefully planned. The prepared questions (which must specifically relate to the job description and person specification) should be asked of each candidate. Supplementary questions can be asked which are specific to a particular candidate. The panel should consider and agree any issues which need to be explored arising from the information contained in the application form and references.
- 17.1 Candidates should not be asked at interview about their personal circumstances i.e. their marital status, sexual orientation, family, religion, politics, trade union affiliation, etc.
- 17.2 The questioning of applicants for a voluntary aided school and the amount of weight given to the applicant's religious opinions and beliefs needs careful consideration. In a voluntary aided school it is appropriate to ask a question such as 'How would you support the ethos of the school', rather than the candidate's religion. However Section 60 of the School Standards and Framework Act 1998 does allow for preferences to be given in appointing school staff to voluntary aided schools especially where a 'genuine occupational reason (GOR - as permitted by the Equality Act 2010), can be established.
- 17.3 When assessing the applicant's suitability for the post as described, the interview panel should also explore the following issues:

- any gaps in the candidate's employment record.
- concerns or discrepancies arising from the application or references.
- whether there are any issues which the candidate wishes to declare in the light of DBS checks etc.
- the candidate's attitudes towards children and young people.
- their motivation for working in a school/with children.
- their ability to understand and support the school's policies, including the need to safeguard and promote the welfare of children.

17.4 Under the Equality Act 2010, employers are prevented from asking potential recruits questions about their health (and this should not be requested or detailed on the application) before a job offer is made in order to avoid liability for disability discrimination. The only exception to this is to establish the applicant's capability to carry out a function intrinsic to the work concerned, which is a specific requirement of the person specification – a 'genuine occupational reason' (GOR).

## **18. Managing the interview**

18.0 The chair of the selection panel should ensure all panel members are clear about their specific roles and clarify any issues to be explained with individual candidates.

18.1 When conducting the interview, the members of the panel should introduce themselves and encourage the candidates to feel at ease. It is often helpful to start the interview on familiar ground with questions about their current job or their background and experience.

18.2 It is good practice to link the areas of questioning so that the interview flows naturally. The chair of the panel should keep an unobtrusive eye on the time. All panel members must remain objective and guard against subconscious prejudice or stereotypical views of particular candidates. Assessments should be based on whether or not the candidate meets the person specification on the basis of an objective assessment.

18.3 Selection decisions should not be influenced by the gender, race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership of the candidate. It is illegal to discriminate on such grounds and such a decision can be challenged in an Employment Tribunal.

18.4 Finally, as the interview is a two-way process, the candidate should be given the opportunity to ask questions, be informed when they will hear the outcome, and thanked for attending.

18.5 Notes must be taken by all members of the interviewing panel to assist with assessment of the candidates and to help form the rationale for the decision. Notes should be retained for at least 6 months.

18.6 It may be appropriate to confirm and/or discuss salary and conditions of service within the interview.

- 18.7 It is usual for the decision to be made directly after the interviews. Candidates should be informed of when the decision is likely to be made and advised whether they may leave and be notified later or whether they should remain. Finally, candidates should be thanked for the time and energy they have invested in the process as they will judge the school by the way they have been treated throughout the process, regardless of whether or not they are appointed.

## **19. Appointment Procedure**

### **Decision**

- 19.1 Following the final interview of the shortlisted candidates, the selection panel should immediately discuss each candidate, carefully recording where essential and desirable criteria have been met during the course of the interview. The panel's decision must only be made against the defined requirements of the job as detailed in the person specification.
- 19.2 Selection decisions should not be influenced by the gender, race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership of the candidate. These are protected characteristics and it is illegal to discriminate on such grounds and such a decision can be challenged in an Employment Tribunal
- 19.3 The selection panel should be asked to share their records of each candidate with each other and attempt to reach a consensus about which candidate best fits the person specification. Where there is more than one candidate who meets all the essential criteria, reference should be made to the desirable criteria applying the relative weightings where appropriate. If it is not possible to reach a unanimous decision, the panel will need to decide whether they are prepared to proceed on the basis of a majority decision.
- 19.4 Where there is uncertainty the panel need to consider whether it is appropriate to make an appointment or whether the post should be re-advertised. Once a decision has been made, the panel should confirm and record why the other candidates have been rejected and include the information with the application forms in case of a challenge at a later date. The chair of the panel should reiterate the need for confidentiality.
- 19.5 The appointing panel will determine the starting salary to be offered to the successful candidate, in line with the School Pay Policy and in accordance with information contained within the advertisement and other recruitment information. The appointment to all leadership and leading practitioner role will usually be to the minimum point of the pay range, and appointment to MPR and UPR will normally be to the minimum point within the pay band advertised. Where a candidate is simultaneously employed by another school, schools are not bound to make any pay decision based on their employment by another school. Where teachers have been appointed to the school during a cycle of additional support within appraisal or subject to the formal capability process the governing body will, where necessary, seek evidence from the previous school to assist pay decisions.

## 20. Conditional Offer

- 20.1 Once a decision has been made a conditional offer of appointment can be made to the successful candidate. This verbal offer must be followed by written confirmation as soon as possible. The offer of employment forms a legally binding contract which can only be withdrawn in certain circumstances.
- 20.2 A copy of the County Council's Safeguarding Statement (toolkit Appendix 2) must also be sent to the successful candidate with the offer letter.

The offer of appointment is conditional upon:

- verification of candidate's identity (if not already established);
- Enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verifying the candidates mental and physical fitness to carry out their work responsibilities;
- Verify the person's right to work in the UK;
- Verify the at least 2 satisfactory references from appropriate sources;(1 of the references must be from the current or last employer-see reference guidance notes)
- verification of qualifications (if not already complete);
- verification of professional status, e.g. QTS status, NPQH; For teaching posts this must include verification of successful completion of the statutory induction period (applicable to those obtaining QTS after 7 May 1999);
- For teachers a prohibition from teaching check and confirmation that they are not barred from teaching
- A disqualification under the childcare act 2006 check if the new starter works in a relevant setting, and a waiver form obtained from Ofsted if necessary.
- for support staff posts – satisfactory completion of probationary period.
- for UK staff who have worked abroad the same checks must be undertaken as well as additional checks such as obtaining certificates of good conduct from relevant embassies or police forces.
- for non UK citizens – satisfactory clearance through the Overseas Information Service (DBS) and appropriate checks such as obtaining certificates of good conduct from relevant embassies or police forces. Confirmation of their right to work in the UK will also have to be obtained.



20.3 Schools must ensure that the above checks have been completed and appropriate records established and retained including the Single Central record as required by Ofsted.

## **21. Candidate's Debrief**

21.0 It is recommended good practice that all candidates are offered feedback on their performance at the selection process. This will help unsuccessful candidates to identify areas of improvement for future applications and assist with the induction of the successful candidate into school by identifying any particular areas for support and training.

21.1 Copies of unsuccessful candidates' documents that they were required to bring with them to the interview for checking, should be either returned to them or destroyed.

## **22. Recruitment Appeals**

22.0 Any written complaint about the recruitment decision or procedures should be referred to the head teacher or chair of governors as appropriate. Advice should then be sought from the HR Service.

## **23. Induction**

23.0 All new staff (and volunteers) should have access to a carefully planned induction programme when they take up their new appointment. Line managers should ensure the Induction checklist for Safeguarding is completed for all new starters and the Code of Conduct for School Staff is discussed and signed by the employee.

<b>JCNP Staffing regulations Working Party</b>	<b>December 2014</b>
<b>Lead HR Business Partner</b>	<b>Rose Harris</b>
<b>Date policy updated</b>	<b>September 2016</b>
<b>Review date</b>	<b>As per legislative changes</b>