

st simon's



*'Whatever you do, do it for the glory of God.'*

## **Recruitment & Retention Policy**

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# Recruitment and Selection - Model Policy

## 1. Introduction

The purpose of this policy is to provide a robust foundation for good recruitment and selection of staff, assisting a school in ensuring the principles and requirements of Keeping Children Safe in Education 2018 and general employment legislation are met.

The aim of this policy is to ensure that people with the right skills and abilities are recruited to the right roles to enable them to make a positive contribution to the School's stated aims. The accompanying policy and procedures provide clear guidance on the key stages in recruiting and selecting new employees and their probationary period (where applicable).

## 2. Policy Scope

The Policy applies to all teaching and support staff posts in the School including the Headteacher role.

The policy does not apply to students, contractors, agency staff, carers or volunteers who work in the school or its extended environment unless those individuals are applicants for vacant posts in the School. Also, although the general principles of this policy will apply to the recruitment of a Headteacher, different processes may be applied (see section 14 below).

## 3. Equalities

The Governing Board and Headteacher recognise their responsibilities under equality legislation, specifically the Equality Act 2010 which consolidated previous equality legislation and in some cases extended equality law.

The 'protected characteristics' identified in the Equality Act 2010 of age, disability, gender reassignment, pregnancy and maternity, race (including ethnic or national origins, colour and nationality), religion or belief, sex or gender, sexual orientation, marriage and civil partnership will not be used as the basis of selection for appointment or promotion within the School. All employees will be selected, trained and promoted on the basis of ability, the requirements of the job and other similar objective criteria. The only exception will be by virtue of legislation or a Genuine Occupational Requirement (as defined by the Equality Act).

In any recruitment and selection exercise at the School, those involved will be alert to any potential unlawful discrimination.

Reasonable adjustments and/or supportive measures will be considered where a known disability exists to allow equality of access and opportunity.

All those taking part in the recruitment and selection process will have been appropriately trained for their role and have responsibility for applying the policy on equal opportunities to avoid unlawful discrimination.

## 4. Safer Recruitment

The *Safer Recruitment Guidance* states that recruitment and selection processes should embrace core principles around safeguarding children and young people and employment legislation. In addition the document states the core standards which should be incorporated into the practice of recruitment and selection. This policy and the related guidance reflect these core principles and core standards by:

- Identifying the powers and obligations of the Governing Board and the Local Authority in selecting staff;
- Identifying the main stages of the recruitment and selection process; and
- Identifying the administrative procedures to be followed by the school and the Authority;
- ensuring that fairness and equal opportunity are afforded to all applicants, and that the school adheres to current legislation and its equal opportunities policies;
- assisting the school in meeting the requirements of [Keeping children safe in education - GOV.UK](#)
- setting out the legal requirements on the recruitment and selection of staff stemming from relevant employment law and sector specific statute, for example the *Education Reform Act 1988*, the *School Standards and Framework Act 1998*, the *Education Act 2002*, the *School Staffing Regulations 2009*, the *Education (Independent Schools and Standards) (England) Regulations 2010 (as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012* and the *Education (Non-Maintained Special Schools) (England) Regulations 2011*, *Childcare Act 2006*, *Childcare (Disqualification) Regulations 2006* and various statutory guidance documents.

### **Safer Recruitment training**

There is a statutory requirement for every school undertaking a recruitment and selection process to ensure all actions taken safeguard and promote the welfare of children.

In maintained schools the Governing Board will ensure that it meets its mandatory requirement that each recruitment and selection panel process will

involve at least one individual who has undertaken appropriate Safer Recruitment training.

### ***Disclosure Barring Service (DBS) Checks***

The Governing Board will ensure that it operates in accordance with the Local Authority's DBS policy.

### ***Prohibition checks and the Single Central Record***

In addition to any DBS and/or Barred List check, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not subject to a prohibition order <sup>1</sup>and therefore prohibited from teaching. This has been a statutory requirement since 1 September 2013. Retrospective checking is not required for teachers who commenced their current employment prior to 1 September 2013. This check should be undertaken using the Employer Access Online Service where a school has subscribed. This service will also identify any existing prohibitions and sanctions made by the General Teaching Council (GTCE) before its abolition in March 2012 or the Teaching Agency before its merger with the National College (to become the National College for Teaching and Learning) in April 2013.

The School has a responsibility to keep a Single Central Record detailing when appropriate checks on staff were made and by whom, including identity, qualification requirements, entitlement to work in the United Kingdom, DBS checks, prohibition order checks and Childcare (Disqualification) Regulations 2006<sup>2</sup> checks. The school holds a Single Central Record of recruitment and vetting checks covering all employed staff and others identified by the school as having access to children. The Headteacher oversees the maintenance of the Single Central Record. The storage and retention of all personal and sensitive information must comply with the Data Protection Act 1998 and, from 25<sup>th</sup> May 2018, The General Data Protection Regulation.

### ***Employing staff from overseas***

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<sup>1</sup> Secretary of state prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher. These checks will also identify any existing prohibitions and sanctions made by the General Teaching Council (GTCE) before its abolition in March 2012.

<sup>2</sup> Childcare (Disqualification) Regulations 2006 stipulate that relevant staff in relevant settings must be checked to ensure they are not disqualified from being employed.

The School will ensure that prescribed checks, including additional checks as appropriate such as Certificate of Good Conduct, are carried out in respect of candidates who have lived outside the United Kingdom.

Other essential pre-employment checks required and summarised in 'Keeping Children Safe in Education 2018' are to verify the candidate's:

- Identity;
- right to work in the UK;
- professional qualifications;
- mental and physical fitness to carry out their work responsibilities including whether any reasonable adjustments are required to provide effective and efficient teaching – NB the Equality Act 2010 makes it generally unlawful to ask questions about disability and health **before** a job offer is made. Further information regarding this is outlined in section 60 of the Equality Act 2010;
- suitability to work with children (where the applicant has lived or worked outside the UK and further checks are required because of that background);
- suitability to work with children aged under 8 the Childcare (Disqualification) Regulations 2006<sup>2</sup>.

***Amendments to School Staffing (England) Regulations 2009 (applicable from 1 September 2012)***

Following amendments made to the School Staffing Regulations (England) 2009 (applicable from 1 September 2012), schools are required to pass on information to prospective employers about teachers and headteachers, who have been subject to capability procedures. Therefore, when requesting a reference the school must ask the referee whether that teacher has been subject, in the last two years, to their school's capability procedure. They should also ask the interviewee at interview if they have been subject, in the last two years, to their school's capability procedure.

The School seeks to select effective people for an identified vacancy in order to ensure that all employees make a positive contribution to the School's stated aims in delivery of effective services to the community. The School seeks to develop the ability of all employees and governors involved in the recruitment and selection process, so that they are enabled to make distinctions between candidates, make effective selection decisions and appoint candidates who are most likely to succeed in the post.

The School is committed to delivering the recruitment and selection of staff in a professional, timely and responsive manner. All candidates will be treated fairly, equitably and efficiently, with respect and courtesy, aiming to ensure that the candidate experience is positive irrespective of the outcome.



## 5. Main Characteristics of the Policy:

- Establish that an appropriate vacancy exists;
- Choose an appropriate method of recruitment and selection;
- Generate a pool of appropriate applicants;
- Fill vacancies in the minimum time, with best use of resources;
- Ensure each candidate has appropriate time to demonstrate their capability and suitability for the role;
- Ensure all applicants are kept fully informed of their progress within the procedure;
- Appoint candidates who are most likely to succeed in the role;
- Manage the risks/benefits involved in making selection decisions;
- Comply with legislation and the School's policies particularly in relation to equality of opportunity and discrimination.

## 6. Mandatory elements

- In maintained schools, all recruitment and selection panels must contain at least one member who has been trained in Safer Recruitment to satisfy the requirements of Keeping Children Safe in Education 2018.
- A job description and person specification must support each vacancy.
- Recruitment and selection will comply with legislation and School policies
- Selection decisions will be supported by objective evidence.
- The process must be capable of audit (written records must be available to substantiate selection decisions).

## 7. Roles and Responsibilities

Responsibility for implementing the policy sits with the Governing Board and the Headteacher with advice as necessary from the School's HR provider.

It is the responsibility of the Chair of Governors to ensure that all statutory and mandatory requirements are met (see above).

## 8. Links with other policies and procedures

In dealing with Recruitment and Retention, Governors and Headteachers should be aware of and comply with legislative requirements and the terms of other relevant policies/procedures including:-

- Keeping children safe in Education 2024
- [School Staffing Regulations 2009](#)
- [Staffing and Employment Advice for Schools](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Education \(Specified Work\) \(England\) Regulations 2012](#)
- Job Evaluation (GLPC and Hay)
- Management Guidance on the use of Fixed Term / Temporary Contracts in Schools
- Induction
- Probationary Policy
- Managing Employee Reductions Policy
- Job Share Policy

# Recruitment & Retention Procedure - Teaching and Support Staff (excluding Headteachers)

## 9. Introduction

This document details the procedures required to undertake the recruitment process to completion. It is necessary to ensure that this procedure is followed in order to comply with legislation and recognised good practice.

The stages have been broken down as follows;

- Pre-advertisement
- Pre-Interview
- Interviewing
- Post-Selection

## 10. Pre – Advertisement

### 10.1 School Requirement

Where a vacancy arises, before replacing “like for like” headteachers may consider whether the duties could be undertaken in a different way or re-allocated amongst the existing staff, with their agreement, to reduce pressure on the budget or avoid future Managing Employee Reductions processes and increase flexibility for the School. As part of the identification of service requirements it is important to correctly identify whether the post is permanent or temporary and if temporary, the length of contract and reason for being temporary or fixed term.

### 10.2 Job Evaluation – Support Staff

If the job has not been job evaluated previously, in order to determine the salary grade, or if the duties on the job description have significantly changed, the post must be evaluated prior to advertising or filling the post. Job evaluation ensures a fair and consistent assessment against common criteria to establish their relative value. Within the Council there are 2 job evaluation schemes, the Greater London Whitley Council scheme for posts at SO level and below and the Hay Scheme for M Band posts.

### 10.3 Job Description

Headteachers must ensure that job descriptions provide and outline the main accountabilities, responsibilities, tasks and duties of the post and how this role fits within the structure. The job description will support the recruitment process in determining the skills required to undertake the role. The job description forms part of the legally-binding contract of employment and also forms part of the appraisal process.

### 10.4 Person Specification

The person specification supports the job description and describes the skills and qualities the candidate needs in order to perform the job. It should describe the essential and desirable attributes of the post holder by addressing educational qualifications or registrations, previous experience, knowledge and understanding, technical skills, behaviours and any physical requirements required to undertake the role.

The attributes should be identified in terms of whether they are essential or desirable requirements for undertaking the duties and responsibilities of the job. It is important to be careful not to overstate the requirements as this can be unfair discrimination.

All essential or desirable requirements listed on the person specification must be considered at some point in the recruitment or selection process, so at shortlisting stage, interview stage or at both stages. It is extremely important to carefully consider these requirements to be included in the person specification as each candidate will be scored against these criteria.

### 10.5 Advert

Advertisements should be based on the person specification and identify the essential criteria in order to maximize the number of suitably qualified and experienced applicants who may apply. Where HR support is purchased from the local authority, People and Organisational Development – Human Resources will advise on how to avoid using discriminatory language and attributes within the advert or supporting documents. The advert should contain useful information for applicants, such as key dates in the recruitment process.

### 10.6 Recruiting and Employing People with Disabilities

At St Simon's Catholic Primary School we recognise the importance of an inclusive workforce. One of our priorities is to reduce employment barriers within the recruitment and selection process. Therefore any candidates who identify themselves as disabled within the application form and meet the minimum essential criteria are guaranteed an interview. Headteachers must therefore ensure that they are aware of any disabled candidates when

shortlisting and also make any reasonable adjustments to accommodate disabled applicants within the selection process and in the workplace.

## 10.7 Panel and Selection Process

The selection panel should be made up of relevant people who understand the skills and knowledge required for the role. The selection panel should consist of no less than three people one (but ideally two) of whom has been trained in Safer Recruitment principles as required by “Keeping Children Safe in Education” and all of whom have received recruitment and selection training.

The selection panel should be clear, prior to advert, how all the competencies and skills set out in the person specification will be measured during the recruitment and selection process.

## 10.8 Method of Application Process

The most appropriate method of candidates applying for employment opportunities is normally through the full application process. However, this traditional process may not be appropriate for every recruitment and selection situation. If a different approach is considered, ensure that you have received advice and guidance from the School’s HR provider prior to the opportunity being advertised.

Whichever method you choose, you must ensure that the process is fair and transparent, open to scrutiny and available for audit purposes.

## 10.9 Timeline

It is the responsibility of the Headteacher to ensure that all panel members are available for the shortlisting and selection process. To ensure that the recruitment process is timely and utilises resources in the most appropriate manner, a timeline or schedule, which incorporates key dates and times for the panel to convene for the shortlisting and the interview and selection process, should be drawn up.

It is recommended that recruitment adverts contain a clear statement of the timescale in which the short-listing and interviews will take place and that a clear timetable is set out by arranging the dates for short-listing and interviewing before the advert is placed. This can save time as candidates will know from the outset when the significant dates in the timetable are. If, for some unavoidable reason, there is a slippage in this timetable all the candidates should then be kept informed.

## 11. Pre-Interview

### 11.1 Advertising

Roles may be advertised internally within the School (ring-fenced) and/or on [www.greater.jobs](http://www.greater.jobs) depending upon the nature of the vacancy.

### 11.2 Advertising Internally

Where the Headteacher feels the skills required for the vacant role exist within the current workforce, a ring-fenced internal advertisement may be circulated within the School.

Employees on fixed-term contracts should be made aware of any vacancy within the school requiring their skill-set whether advertising internally only or internally and externally.

### 11.3 Advertising Externally

Vacancies may be advertised on [www.greater.jobs](http://www.greater.jobs) and other external media.

Where Heads are aware that their post may attract a significant response, a short closing date may be set at the outset. If insufficient responses are received then the closing date can be extended.

If it becomes clear that there is an unexpectedly high number of applicants the School may include a statement to the effect that it may close the application window early.

### 11.4 Job Share

All school roles should be open to job share (see Job Share policy) and all advertisements for vacant posts must reference this.

### 11.5 Shortlisting

Once the recruitment campaign has closed the Chair of the recruitment and selection panel/process (decided by the selection panel or the governing board) will commence the shortlisting process.

It is important that an audit trail is kept so that the Chair can be sure that all criteria on the person specification are addressed at some point in the recruitment and selection process.

Applications should be scored against the person specification. The scoring should be agreed prior to shortlisting commencing and applied consistently across the applications. The usual method for scoring is by the following criteria;

- 0 - Not met essential criteria
- 1 - Partially meets essential criteria
- 2 - Meets criteria
- 3 - Exceeds criteria
- 4 - Exceptional

During the shortlisting process the Headteacher should ensure that the candidates meet the essential qualification and registration criteria outlined within the person specification.

The personal and monitoring information relating to each applicant should not be visible to the recruitment panel during the shortlisting process for fairness, and to ensure freedom from bias i.e. that discriminate on the grounds of age, gender, disability, ethnicity, sexual orientation or religion or belief does not take place.

Applicants who meet the essential criteria should be short-listed for interview unless there is an excess of candidates who do so. Candidates who meet the essential criteria and have declared a disability are guaranteed an interview. Desirable criteria may only be used as a secondary consideration for non-disabled candidates when there are a large number of candidates for interview.

It is the responsibility of the Chair of the selection panel to ensure that records are kept of the selection process followed and of any decisions made as discussions may be revisited if decisions are challenged.

## 11.6 Observations on the Application Form

There are two areas that recruiting Heads and managers should particularly take note of when shortlisting candidates.

The first relates to disabled candidates and ensuring the process outlined in 11.7 is applied.

The second observation is to look whether any of the candidates have ever been dismissed from any employment and if so, on what grounds. Panels are advised to note the reason given and to seek advice from the School's HR provider.

## 11.7 Inviting candidates to interview

The Headteacher should ensure that there is sufficient time between shortlisting and the selection process to give candidates ample opportunity to make arrangements to attend the interview.

Sufficient time to take account of over-running and time to deliberate between interviews should be allocated.

## 11.8 Feedback to candidates not shortlisted

Many applicants request feedback after being unsuccessful either after an interview or even at the short-listing stage. This enables them to develop and learn from the experience and managers are encouraged to provide the information, taking advice from the School's HR provider if necessary.

## 11.9 References sought prior to interview

Two written references should be sought prior to interview for each candidate one of which should be the current employer and the other from a previous employment. It is important for Headteachers to ensure the reference author is appropriate – a Headteacher or line manager, not a colleague – when writing to current/previous employers. The references may be shared with the panel prior to the interview along with evidence that verification of the received reference has been carried out.

Written information should be sought about previous employment history and check that information is not contradictory or incomplete. References should be sought on all short-listed candidates, including internal ones, 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.

## 12. Interviewing

### 12.1 Conducting the interview

It is the panel's responsibility to create a positive and calm interview environment and make the interviewee as comfortable as possible. All panel members should review the candidate's application prior to their arrival; make sure that you have key information available regarding salary, contract type, duties and responsibilities of the post.

### 12.2 Conducting the wider selection process



It is the panel's responsibility to decide on the wider selection procedure (lesson observation for teachers, presentations/written tests/reports, in-tray tests/problem solving exercises for support staff), model answers and a scoring system prior to the observation/test taking place. This score should be added to the interview score prior to making the decision to appoint.

## 12.2 Safeguarding

The recruitment and selection process along with the various vetting checks are a key element in ensuring that children are safeguarded and the risk of harm reduced.

It is the panel's responsibility to ensure that they follow the Safer Recruitment principles and practices in line with "Keeping Children Safe in Education".

## 12.3 Application Form - Gaps in employment and reason for leaving

Employment history on the application form should be considered carefully, any gaps or concerns about 'reasons for leaving' should be explored during the interview process.

## 12.4 Scoring the Interview

The Headteacher/interview panel have a responsibility to ensure detailed notes are kept and that there is a consistent approach from all members of the panel.

It is vital that the Headteacher/interview panel ensure that any competencies listed on the person specification, that were not picked up during shortlisting are addressed at interview. The Headteacher/interview panel may also choose to expand on competencies from the short listing stage.

Panel members are advised to agree on the model answers and the scoring system so that they have a mutual understanding of the questions and are able to score consistently. A typical score should be given for each question or exercise. The panel should also agree in advance on the minimum appointable score which would normally be above 50% of the total possible scores (to ensure the candidate is a good fit for the post), but may include a minimum score on particular questions if that competency/criterion carries more weight.

Once all the candidates have been seen, the panel should discuss the performance of each interviewee, referring to their notes and scorings. Ideally, a consensus but, if a consensus is not possible, a majority decision could be taken based on the panel's scores.

All notes taken at the interview should be kept by the author and retained for six months from the interview date. These notes will need to be disclosed to the individual should a Subject Access Request be made.

## 12.5 Making an offer of employment

After the panel have deliberated and agreed the successful candidate/s the chair of the recruitment process should contact the individual/s to offer them the role. During the conversation the Chair should confirm the salary being offered (as advertised) and also explain the next stages. During the conversation it is important to explain that the employment offer is conditional until satisfactory pre-employment clearances have been received. Therefore if the individual is currently employed they should not resign from their employment until satisfactory pre-employment clearances have been received and the School is in a position to confirm a start date with the individual.

It is good practice at this point for the Chair to inform the candidate of any team training events or meetings that, subject to paid release from their current employment, it would be useful to attend in order to start building a good employment relationship with the individual and key stakeholders.

## 12.6 Notifying unsuccessful candidates

All candidates must be informed of the interview outcome. Offering feedback to candidates at a later date would be good practice. This allows time to digest the information, and focus on the feedback.

The Chair of the interview panel usually gives the feedback on the outcome of an interview. The feedback should be given as soon as possible. The feedback should be objective, honest and thorough and should enable the candidate to develop and learn from the experience. Written feedback may be requested and this can be given with advice from the School's HR provider.

## 12.7 Appointable but unsuccessful at interview

If you have candidates who, whilst not the best candidate, were appointable but unfortunately you do not currently have an employment opportunity for them it is worth informing them of this during their feedback. If in the 6 months after the interview process a similar vacancy arises you will be able to revisit the recruitment campaign. Further details are outlined in Section 14.

# 13. Post Selection

## 13.1 Offer Letter

Once the Headteacher/Chair of the panel has verbally offered the role to the successful candidate a conditional offer of appointment should be sent. The School's HR provider should provide support with this.

At this point it is the Headteacher's responsibility to scan the identity documents that have been verified. The date these documents have been seen and verified should be entered on the School's Single Central Record.

## 13.2 Medical Assessment

In line with Keeping Children Safe in Education, all teaching and support staff need to declare their physical and mental fitness to perform their role within School. A medical assessment may be made to inform recommendations for any reasonable adjustments required for the particular post, determine if any review meetings are necessary and whether any specific health tests are required prior to or during the potential employment period.

## 13.3 Right to work in the UK

As part of the offer process the Headteacher will need to ensure that all prospective employees satisfy the Home Office's Right to Work in the UK. It is the Headteacher's responsibility to ensure that all original documentation is taken and authenticity determined. The School's HR provider may provide advice on this aspect of the pre-employment check.

## 13.4 Disclosure and Barring Service or Basic Disclosure checks

If the post requires a DBS or Basic Disclosure the relevant documentation will need to be forwarded to the DBS Section at the Local Authority or the organisation providing the check for the school. It is the Headteacher's responsibility to make the successful candidate aware that a DBS is required. The School's HR provider may provide advice on this.

## 13.5 References

References should be carefully scrutinised for any anomalies with information gleaned during the interview process.

It is the Headteacher's responsibility to ensure that the reference has been sought from an appropriate author and that the correct school/establishment has been approached. Headteachers should check <https://get-information-schools.service.gov.uk/> to verify the existence of a school/academy. Where there is doubt a candidate should be asked to provide the school's DfE establishment number.

Once references are received the Headteacher must be satisfied with their content and where necessary explore any areas of concern with the referee or candidate.

## 13.6 Gaps in Employment and Education

The recruiting panel during the interview process should have explored any gaps in a candidate's application form and be satisfied with any explanations.

In line with safeguarding principles, at the offer stage the School should request written confirmation that the successful candidate has had no gaps in their employment/education and if so to confirm the reasons why. The Headteacher should be satisfied with the explanation before proceeding with the unconditional offer of appointment.

### 13.7 Confirming a start date

It is the Headteacher's responsibility to arrange a start date once all clearances have been received and are satisfactory.

When arranging a start date with the successful individual the Headteacher must ensure the new employee's line manager's availability to support the individual in the initial weeks of their employment.

### 13.8 Induction

It is the Headteacher's responsibility to plan for the arrival of new employees and make them feel welcome. Appropriate time must be allowed to ensure new staff are given a thorough and comprehensive induction to the school by their line manager.

It is the Headteacher's responsibility to ensure that the new employee understands the School's priorities, goals, values and philosophy as well as work practices including health and safety and the requirements of their role with a clear timeframe and expectations.

For NQTs there is a structured period of induction but experienced teachers and support staff will need to have an induction programme tailored to their needs.

Induction training must include the following elements:

- For NQTs an introduction to their Induction Mentor and a copy of the programme of support for their Induction Period
- General training relating to the school, including values and philosophy as well as structure and history, etc.
- Mandatory training relating to safeguarding, health and safety, Data Protection and other essential or legal areas.
- Job training relating to the role that the new starter will be performing.

- Training evaluation, entailing confirmation of understanding, and feedback about the quality and response to the training.

### 13.9 Probationary Period – Support Staff

All new support staff need to serve a probationary period to demonstrate suitability to their appointment. They need to be supported and objectively assessed from commencement so that any problems are resolved within the first 6 months and where resolution is not possible the appropriate action is taken.

It is the line manager's responsibility to objectively assess the conduct, performance and attendance of a new employee to establish whether an employee is suitable for confirmation of appointment in a post.

A probationary period must include a series of one to one meetings to ensure regular two-way communication between the line manager and the new employee, allowing timely action to be taken on any problems that might arise in the crucial early stages of the employment.

The School's probation policy and procedure outlines the responsibilities of managers and new employees during the initial period of employment which may be described in law as a preliminary time or condition appointed to allow assessment of the new employee's suitability to the role.

## 14. Revisiting the recruitment and selection process

Where, within six months of an employment opportunity being filled which has been widely advertised, a similar vacancy occurs, one of the former applicants may be offered this opportunity and appointed without being required to advertise the post again.

The post would be considered 'similar' if it was the same/overlapping grade and had the same person specification and job description and the contract type was more favourable.

## 15. Confidentiality

Throughout the recruitment and selection process the Headteacher, recruiting managers, governors and employees of the School must maintain confidentiality of all materials and information regarding a recruitment and selection process.

All access and circulation of information must fall in line with the Data Protection Act 1998 and General Data Protection Regulation from 25<sup>th</sup> May 2018. Certain information will not be made available in response to complaints or feedback where it relates to other applicants.

## 16. Complaints

The School aims to take all reasonable steps to ensure that the most appropriate recruitment and selection practice is achieved and maintained in all instances. The overriding principle and indeed legal requirement is on all occasions to appoint the best person for the job.

An unsuccessful applicant will invariably be disappointed and may question the outcome. This is a natural reaction. The Chair or an alternative member of the recruitment and selection panel should be appointed to give feedback to candidates/interviewees at the end of the interview process.

If after receiving verbal feedback from the chair of the recruitment panel, the candidate is still dissatisfied with the response, the job applicant, who has a substantive and genuine complaint, may pursue that complaint initially by e-mailing the Chair of Governors.

# Recruitment & Retention Procedure – Headteachers

## Headship Recruitment Process

### 17. Pre – Advertisement

#### 17.1 Upon Receipt of Resignation Letter

The Chair of Governors, upon receipt of the resignation letter from the Headteacher must inform The Director of Education at the Local Authority).

The Chair of Governors should arrange a meeting as soon as possible to discuss replacing the Headteacher. At this meeting the following would normally be discussed:

- Timeline for the recruitment and selection process;
- Job description;
- Person specification;
- Review of Leadership Pay Range in light of the Head's resignation (this should take into account all current Leadership Group roles and encompass all aspects of the pay package. The agreed range should leave sufficient scope for progression within the Headteacher Group for the size of school);
- Composition of selection process (lesson observation for teachers, presentations/written tests/reports, in-tray tests/problem solving exercises for support staff etc.)
- Job Advertisement;
- Advertising media;
- Constitution of selection panel (including shortlisting);
- Venue to be used for interviews;
- Arrangements for school visits prior to interviews

- Date of full governing Board meeting to ratify the decision of the panel with delegated responsibility to appoint.

In maintained schools it is normal practice for representatives of the Local Authority (School Improvement Adviser and HR Adviser, where support is being purchased) to be present at this meeting.

## 17.2 Job Description

The Chair and selection panel must ensure that job descriptions provide and outline the main accountabilities, responsibilities, tasks and duties of the post. The job description will support the recruitment process in determining the skills required to undertake the role. The Job description forms part of the legally-binding contract of employment and also forms part of the appraisal process.

## 17.3 Person Specification

The person specification supports the job description and describes the skills and qualities the candidate needs in order to perform the job. It should describe the essential and desirable attributes the school has identified as paramount by addressing educational qualifications or registrations, previous experience, knowledge and understanding, technical skills, behaviours and any physical requirements required to undertake the role.

The attributes should be identified in terms of whether they are essential or desirable requirements for undertaking the duties and responsibilities of the job. It is important to be careful not to overstate the requirements as this can be unfair discrimination.

All essential or desirable requirements listed on the person specification must be considered at some point in the recruitment or selection process, so at shortlisting stage, interview stage or at both stages. It is extremely important to carefully consider these requirements to be included in the person specification as each candidate will be scored against these criteria.

## 17.4 Advert

Advertisements should be based on the person specification and identify the essential criteria in order to maximize the number of suitably qualified and experienced applicants who may apply. Where HR support is purchased from the local authority, People and Organisational Development – Human Resources will advise on how to avoid using discriminatory language and attributes within the advert or supporting documents. The advert should contain useful information for applicants, such as key dates in the recruitment process.



## 17.5 Recruiting and Employing People with Disabilities

At St Simon's Catholic Primary School we recognise the importance of an inclusive workforce. One of our priorities is to reduce employment barriers within the recruitment and selection process. Therefore any candidates who identify themselves as disabled within the application form and meet the minimum essential criteria are guaranteed an interview. The selection panel must therefore ensure that it is aware of any disabled candidates when shortlisting and also make any reasonable adjustments to accommodate disabled applicants within the selection process and in the workplace.

## 17.6 Panel and Selection Process

The selection panel should be made up of relevant people who understand the skills and knowledge required for the role. The selection panel should consist of no less than three governors (staff governors should be excluded from the process) one (but ideally two) of whom has been trained in Safer Recruitment principles as required by "Keeping Children Safe in Education" and all of whom have had recruitment & selection training.

The selection panel should be clear prior to advert how all the competencies and skills set out in the person specification will be measured during the recruitment and selection process.

## 17.7 Application Process

Candidates should be requested to complete a full application process using an application form designed for a Headship. The Chair of Governors may wish to purchase the support of an HR provider to advise and assist with this process. The application form used must be legally compliant and ensure that the process is fair and transparent, open to scrutiny and available for audit purposes.

## 17.8 Timeline

It is the responsibility of the Chair of Governors to ensure that all panel members are available for the shortlisting and selection process. To ensure that the recruitment process is timely and utilises resources in the most appropriate manner a timeline, or schedule, which incorporates key dates and times for the panel to convene for the shortlisting and the interview and selection process, should be drawn up.

It is recommended that recruitment adverts contain a clear statement of the timescale in which the short-listing and interviews will take place and that a clear timetable is set out by arranging the dates for short-listing and interviewing before the advert is placed. This can save time as candidates will know from the outset when the significant dates in the timetable are. If for some

unavoidable reason, there is a slippage in this timetable, all the candidates should then be kept informed.

## 18. Pre-Interview

### 18.1 Advertising

It is important that the School attracts the widest pool of applicants possible so it is recommended that the following media are used as a minimum:

[www.greater.jobs](http://www.greater.jobs)

[Teaching Jobs & Education Jobs - Tes Jobs](#)

### 18.2 Job Share

All school roles should be open to job share (see Job Share policy) and all advertisements for vacant posts should reference this.

### 18.3 Shortlisting

Once the recruitment campaign has closed the Chair of the recruitment and selection process will be notified and shortlisting can commence.

It is important that an audit trail is kept so that the Chair can be sure that all criteria on the person specification are addressed at some point in the recruitment and selection process.

Applications should be scored against the person specification. The scoring should be agreed prior to shortlisting commencing and applied consistently across the applications. The usual method for scoring is by the following criteria;

- 0 - Not met essential criteria
- 1 - Partially meets essential criteria
- 2 - Meets criteria
- 3 - Exceeds criteria
- 4 - Exceptional

During the shortlisting process the panel should ensure that the candidates meet the essential qualification and registration criteria outlined within the person specification.

The personal and monitoring information relating to each applicant should not be visible to the recruitment panel during the shortlisting process for fairness, and to ensure freedom from bias i.e. that discriminate on the grounds of age,

gender, disability, ethnicity, sexual orientation or religion or belief does not take place.

Applicants who meet the essential criteria should be short-listed for interview unless there is an excess of candidates who do so. Candidates who meet the essential criteria and have declared a disability are guaranteed an interview. Desirable criteria may only be used as a secondary consideration for non-disabled candidates when there are a large number of candidates for interview.

It is the responsibility of the Chair of the selection panel to ensure that records are kept of the selection process followed and of any decisions made as discussions may be revisited if decisions are challenged.

## 18.4 Observations of the Application Form

There are two areas of the application form which shortlisting panels should particularly take note of when shortlisting candidates.

The first relates to disabled candidates and ensuring the process outlined in 17.5 is applied.

The second observation is to look whether any candidates have ever been dismissed from any employment and if so, on what grounds. Panels are advised to note the reason given and to seek advice from the School's HR provider.

## 18.5 Inviting candidates to interview

The Headteacher should ensure that there is sufficient time between shortlisting and the selection process to give candidates ample opportunity to make arrangements to attend the interview.

Sufficient time to take account of over-running and time to deliberate between interviews should be allocated.

## 18.6 Feedback to candidates not shortlisted

Many applicants request feedback after being unsuccessful either after an interview or even at the short-listing stage. This enables them to develop and learn from the experience and Chairs are encouraged to provide the information, taking advice from the School's HR provider if necessary.

## 18.7 References sought prior to interview

Two written references should be sought prior to interview for each candidate one of which should be the current employer and the other from a previous employment. In addition, a local authority reference will normally be sought. It is important for the Chair of Governors to ensure the reference author is appropriate – a Headteacher or line manager, not a colleague – when writing

to current/previous employers. The references may be shared with the panel prior to the interview.

## 19. Interviewing

### 19.1 Conducting the interview

It is the panel's responsibility to create a positive and calm interview environment and make the interviewee as comfortable as possible. All panel members should review the candidate's application prior to their arrival; make sure that they have key information available regarding salary, contract type, duties and responsibilities of the post.

### 19.2 Conducting the wider selection process

It is the panel's responsibility to decide on the wider selection procedure, model answers and a scoring system prior to the observation/test taking place. This score should be added to the interview score prior to making the decision to appoint.

### 19.3 Safeguarding

The recruitment and selection process along with the various vetting checks are a key element in ensuring that children are safeguarded and the risk of harm reduced.

It is the panel's responsibility to ensure that they follow the Safer Recruitment principles and practices in line with "Keeping Children Safe in Education".

### 19.4 Application Form - Gaps in employment and reason for leaving

Employment history on the application form should be considered carefully, any gaps or concerns about 'reasons for leaving' should be explored during the interview process.

### 19.5 Scoring the Interview

The selection panel has a responsibility to ensure detailed notes are kept and that there is a consistent approach from all members.

It is vital that the selection panel ensures that any competencies listed on the person specification, that were not picked up during shortlisting are addressed at interview. The selection panel may also choose to expand on competencies from the short listing stage.

Panel members are advised to agree on the model answers and the scoring system so that they have a mutual understanding of the questions and are able

to score consistently. A typical score should be given for each question or exercise. The panel should also agree in advance on the minimum appointable score which would normally be above 50% of the total possible scores (to ensure the candidate is a good fit for the post), but may include a minimum score on particular questions if that competency/criterion carries more weight.

Once all the candidates have been seen, the panel should to discuss the performance of each interviewee, referring to their notes and scorings. Ideally, a consensus but, if a consensus in not possible, a majority decision could be taken based on the panel's scores.

All notes taken at the interview should be kept by the author and retained for six months from the interview date. These notes will need to be disclosed to the individual should a Subject Access Request be made.

## 19.6 Making an offer of employment

After the panel have deliberated and agreed the successful candidate the decision will need to be ratified by the full governing Board. Where at all possible a date should be set for a full governing Board meeting at the initial meeting to ensure the decision can be ratified as swiftly as possible. Where this is not possible a decision may, if absolutely necessary, be ratified by e-mail exchange.

Following ratification by the full governing Board, the Chair of Governors should contact the individual to make a conditional offer of employment. During the conversation the Chair should confirm the salary being offered and also explain the next stages. It is important to explain that the employment offer is conditional until satisfactory pre-employment clearances have been received. Therefore if the individual is currently employed they should not resign from their employment until satisfactory pre-employment clearances have been received and the School is in a position to confirm a start date with the individual.

When the appointment and start date has been confirmed, it is good practice, in order to start building a good employment relationship with the individual and key stakeholders, for the Chair to inform the appointee of any team training events or meetings it would be useful to attend providing the current employer will agree to release him/her. The school may need to cover the appointee's costs (including pay where the current employer refuses paid leave).

## 19.7 Notifying unsuccessful candidates

All candidates must be informed of the interview outcome. Offering feedback to candidates at a later date would be good practice. This allows time to digest the information, and focus on the feedback.

The Chair of the interview panel usually gives the feedback on the outcome of an interview, preferably as soon as possible. The feedback should be done as soon as possible. The feedback should be objective, honest and thorough and should enable the candidate to develop and learn from the experience. Written feedback may be requested and this can be given with advice from the School's HR provider.

## 19.8 Appointable but unsuccessful at interview

If you have candidates who, whilst not the best candidate, were appointable but unfortunately you do not currently have an employment opportunity for them it is worth informing them of this during their feedback. If in the 6 months after the interview process a similar vacancy arises you will be able to revisit the recruitment campaign. Further details are outlined in Section 21.

## 20. Post Selection

### 20.1 Offer Letter

Once the Chair of the panel has verbally offered the role to the successful candidate a conditional offer of appointment should be sent. The School's HR provider should provide support with this.

At this point it is the Chair's responsibility to scan the identity documents that have been verified. This may be delegated to another person within the school. The date these documents have been seen and verified should be entered on the School's Single Central Record.

### 20.2 Medical Assessment

In line with Keeping Children Safe in Education, all teaching and support staff need to declare their physical and mental fitness to perform their role within School. A medical assessment may be made to inform recommendations for any reasonable adjustments required for the particular post, determine if any review meetings are necessary and whether any specific health tests are required prior to or during the potential employment period.

### 20.3 Right to work in the UK

As part of the offer process the Chair will need to ensure that all prospective employees satisfy the Home Office's Right to Work in the UK. It is the Chair's responsibility to ensure that all original documentation is taken and authenticity determined. The School's HR provider may be provide advice on this aspect of the pre-employment check.

### 20.4 Disclosure and Barring Service or Basic Disclosure checks

If the post requires a DBS or Basic Disclosure the relevant documentation will need to be forwarded to the DBS Section at the Local Authority or the organisation providing the check for the school. It is the Chair's responsibility to make the successful candidate aware that a DBS is required. The School's HR provider may provide support in this matter.

## 20.5 References

References should be carefully scrutinised for any anomalies with information gleaned during the interview process.

It is the Chair's responsibility to ensure that the reference has been sought from an appropriate author and that the correct school/establishment has been approached. Chairs should check <https://get-information-schools.service.gov.uk/> to verify the existence of a school/academy. Where there is doubt a candidate should be asked to provide the school's DfE establishment number. If HR support has been purchased this check may be carried out by the provider.

Once references are received the Chair must be satisfied with their content and where necessary explore any areas of concern with the referee or candidate.

## 20.6 Gaps in Employment and Education

The recruiting panel during the interview process should have explored any gaps in a candidate's application form and be satisfied with any explanations.

In line with safeguarding principles, at the offer stage the School should request written confirmation that the successful candidate has had no gaps in their employment/education and if so to confirm the reasons why. The Chair should be satisfied with the explanation before proceeding with the unconditional offer of appointment.

## 20.8 Induction

It is Chair's responsibility to plan for the arrival of new employees and make them feel welcome. Appropriate time must be allowed to ensure new staff are given a thorough and comprehensive induction to the school.

It is the Chair's responsibility to ensure that the new Headteacher understands the School's priorities, goals, values and philosophy as well as work practices including safeguarding, health and safety and the requirements of their role with a clear timeframe and expectations.

Induction training must include the following elements:

- General training relating to the school, including values and philosophy as well as structure and history, etc.



- Mandatory training relating to safeguarding, health and safety, Data Protection, employee relations and other essential or legal areas.
- Job training relating to the role that the new starter will be performing.
- Training evaluation, entailing confirmation of understanding, and
- feedback about the quality and response to the training.

## 21. Revisiting the recruitment and selection process

Where, within six months of an employment opportunity being filled which has been widely advertised, a similar vacancy occurs one of the former applicants may be offered this opportunity and appointed without being required to advertise the post again.

## 22. Confidentiality

Throughout the recruitment and selection process the recruiting panel must maintain confidentiality of all materials and information regarding a recruitment and selection process.

All access and circulation of information must fall in line with the Data Protection Act 1998 and, from 25<sup>th</sup> May 2018, the General Data Protection Regulation. Certain information will not be made available in response to complaints or feedback where it relates to other applicants.

## 23. Complaints

The School aims to take all reasonable steps to ensure that the most appropriate recruitment and selection practice is achieved and maintained in all instances. The overriding principle and indeed legal requirement is on all occasions to appoint the best person for the job.

An unsuccessful applicant will invariably be disappointed and may question the outcome. This is a natural reaction. Chairs of any recruitment panel should be available and able to provide unsuccessful applicants with feedback on their applications.

If after receiving verbal feedback from the Chair of Governors, the candidate is still dissatisfied with the response, the job applicant, who has a substantive and genuine complaint, may pursue that complaint by following the [Schools' Complaint Process](#).



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Approved by the Full Governing Board on 26/11/24  
To be reviewed in Autumn 2027.