



QUEEN ETHELBURGA'S COLLEGIATE

SAFE RECRUITMENT POLICY

Policy written Dec 2013. Reviewed at least annually.

Reviewed April 2016 JHa/BBr and September 16 JHa/SJa

Due for review September 2017

Revised October 2017 LLe. To be reviewed October 2018

Authorised by	The Collegiate Board
Signed Chair of the Collegiate Board
Date	
Effective date of the policy	September 2016

1 Introduction

This Policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "the Collegiate".

The Collegiate is committed to providing the best possible care and education for its students and to safeguarding and promoting the welfare of children and young people. The Collegiate is also committed to providing a supportive and flexible working environment for all its members of staff. The Collegiate recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

2 Aims and Objectives

The objective of the Recruitment policy is to ensure appropriate procedures for appointing staff. Its aims are:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (**DfE**), *Keeping Children Safe in Education 2016*, *Disqualification under the Childcare Act 2006 (DUCA)*, the Equality Act 2010, the Prevent Duty Guidance for England and Wales (the **Prevent Duty Guidance**) and any guidance or code of practice published by the Disclosure and Barring Service (**DBS**); and
- to ensure that the Collegiate meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks in order to deter, reject or identify people who might abuse students or are otherwise unsuited to working with them.

3 Roles and Responsibilities

It is the responsibility of The Collegiate Board to:

- ensure that the Collegiate has effective policies and procedures in place for recruitment of all staff and volunteers, in accordance with DfE guidance and legal requirements;
- monitor our compliance with them;

It is the responsibility of the Principal and HR Manager:

- ensure that the Collegiate operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers;
- to monitor contractors' and agencies' compliance with this document;
- promote the welfare of children and young people at every stage of the procedure.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with, and complying with, the provisions of this policy.

4 Recruitment And Selection Procedure

All applicants for employment will be required to complete an **application form** containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. Should there be any gaps in academic or employment history, a satisfactory explanation must be provided. A curriculum vitae will not be accepted in place of the completed application form.

Applicants will receive a job description and person specification for the role applied for. Any advertisement will make clear the Collegiate's commitment to safeguarding and promoting the welfare of children. The person specification will include a specific reference to suitability to work with children.

Child Protection/Safeguarding Policies are available to download from the Collegiate's website and can be printed and forwarded to applicants on request.

Other than in exceptional circumstances, face-to-face interviews will form part of the recruitment process. The applicant may be invited to attend a **formal interview**, at which his / her relevant skills and experience will be discussed in more detail. Should the applicant be overseas, an initial interview may be carried out using a Skype facility, but may be followed up with a face-to-face interview.

All applicants who are invited to an interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications, as set out below and in the list of valid identity documents at 0. (These requirements comply with DBS identity-checking guidelines.) Those applicants who are invited to undertake a Skype interview will be asked to provide certified evidence of identity, right to work, address and qualifications.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- the agreement of a mutually acceptable start date and the signing of a contract incorporating the Collegiate's standard terms and conditions of employment;
- verification of the applicant's identity (where that has not previously been verified);
- the receipt of two references (one of which must be from the applicant's most recent employer) which the Collegiate considers to be satisfactory;
- for teaching positions, confirmation from the National College for Teaching and Leadership that the applicant is not subject to a prohibition order;
- where the position amounts to "regulated activity (see below) the receipt of an enhanced disclosure from the DBS which the Collegiate considers to be satisfactory;
- where the position amounts to "regulated activity" (see below) confirmation that the applicant is not named on the Children's Barred List;

- confirmation that the applicant is not subject to a direction under section 142 of the Education Act 2002 which prohibits, disqualifies or restricts them from providing education at a school, taking part in the management of an independent school or working in a position which involves regular contact with children;
 - confirmation that the applicant is not subject to a direction under section 128 of the Education and Skills Act 2008 which prohibits, disqualifies or restricts them from being involved in the management of an independent school;
 - confirmation that the applicant is not disqualified from working in connection with early or later years provision (if applicable, see below);
 - verification of the applicant's medical fitness for the role (see below);
 - verification of the applicant's right to work in the UK;
 - any further checks which are necessary as a result of the applicant having lived or worked outside of the UK; and
- verification of professional qualifications which the Collegiate deems a requirement for the post, or which the applicant otherwise cites in support of their application (where they have not been previously verified).

5 Pre-appointment checks

In accordance with the recommendations set out in KCSIE, DUCA and the requirements of the Education (Independent School Standards) Regulations 2014 and the *Boarding schools: national minimum standards* the Collegiate carries out a number of pre-employment checks in respect of all prospective employees.

5.1 References

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the Collegiate. One of the references must be from the applicant's current or most recent employer. For all teaching and pastoral roles, these will be taken up on short-listed candidates prior to interview. These will always be sought and obtained directly from the referee, and their purpose is to provide objective and factual information to support appointment decisions. If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. Referees will also be asked to confirm that the applicant has not been radicalized so that they do not support terrorism or any form of "extremism" (see the definition of "extremism" at section 0, below). All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied. If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, salary, job title / duties, reason for leaving, performance, sickness* and disciplinary record;

- whether the applicant has ever been the subject of disciplinary procedures, involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated, unfounded or malicious;
- whether the applicant could be considered to be involved in "extremism" (see the definition of "extremism" at section 0 below); and
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, except where the allegation or concerns were found to be false, unsubstantiated or malicious.

(*Questions about health or sickness records will only be included in reference requests sent out after the offer of employment has been made.)

The Collegiate will only accept references obtained directly from the referee, and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.

The Collegiate will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

The Collegiate will telephone any referee to verify the details of the written reference provided.

5.2 Previous Employment History

Complete information about previous employment must be provided, along with satisfactory explanations for any gaps in employment. Any gaps in employment history are investigated at interview and reasons are recorded in the interview notes. Gaps may be investigated further through contact with previous employers, etc. until the person making the appointment is satisfied with the explanation. Applicants are informed that previous employers may be approached for information. An employment timeline will be sent to all successful candidates for completion.

5.3 Identity Checks

These will be carried out on all appointments to the Collegiate workforce before an appointment is made. Acceptable proofs of identity are listed in Appendix 1 and may include:

- one document from Group 1; and
- two further documents from either of Group 1, Group 2a or Group 2b, one of which must verify the applicant's current address; and
- original documents confirming any educational and professional qualifications referred to in their application form.

Where an applicant claims to have changed his / her name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) and documentary evidence of identity involves more than one name (e.g. birth certificate) he / she will be required to provide documentary evidence of the change.

The Collegiate asks for the date of birth of all applicants (and proof of this), in accordance with KCSIE. Proof of date of birth is necessary so that the Collegiate may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The Collegiate does not discriminate on the grounds of age.

5.4 Disclosure & Barring Service (DBS) and National College for Teaching and Leadership (NCTL)

The Collegiate is not permitted to check the Children's Barred List unless an individual will be engaging in "regulated activity". The Collegiate is required to carry out an enhanced DBS check for all staff, supply staff and Collegiate Board members who will be engaging in regulated activity. However, the Collegiate can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently.

Whether a position amounts to "regulated activity" must therefore be considered by the Collegiate in order to decide which DBS checks are appropriate. It is, however, likely that in nearly all cases a Children's Barred List check will be carried out, as most posts in a boarding environment give access to young people.

Any position undertaken at, or on behalf of, the Collegiate (whether paid or unpaid), will amount to "regulated activity" if it provides the opportunity for contact with children and it is carried out:

- frequently, meaning once a week or more; or
- overnight, meaning between 2.00 am and 6.00 am; or
- satisfies the "period condition", meaning four times or more in a 30 day period.

All new teaching staff will be checked against both DBS and NCTL lists, to ensure that they are not prohibited from teaching, since a teacher who may not be considered by the DBS to be of sufficient risk to warrant being barred from working with children or vulnerable adults may still satisfy the criteria for a professional conduct panel to recommend prohibition from teaching.

The DBS now issues a DBS disclosure certificate to the subject of the check only, rather than to the Collegiate. It is a condition of employment with the Collegiate that the **original** disclosure certificate is provided to the Collegiate either on arrival on an applicant's first day of employment, or before the first day. A convenient time and date for doing so should be arranged with the HR Department, as soon as the certificate has been received. Employment will remain conditional upon the original certificate being provided and it being considered satisfactory by the Collegiate. If an applicant has subscribed to the update service then it is a condition of employment that the HR Department are provided with consent to contact the DBS to check the status of the certificate. All applicants will be required to sign a DBS certificate of originality on production of the original certificate with the HR Department.

It is the Collegiate's policy to re-check employees' DBS Certificates every three years and, in addition, any employee that takes leave, with the exception of maternity leave, for more than three months (ie: career break etc.) must be re-checked before they return to work.

Members of staff are aware of their obligation to inform the Principal of any cautions or convictions that arise between these checks taking place.

From 18th January 2016, checks will include EEA (European Economic Area) sanctions.

Handling of DBS information will be carried out in accordance with the guidance issued by the Disclosure and Barring Service.

5.5 **Criminal records check**

Prior to 29 May 2013, an enhanced disclosure contained details of all convictions on record (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. It could also contain non-conviction information, from local police records, which a chief police officer considered relevant to the role applied for at the Collegiate.

As of 29 May 2013, the DBS commenced the filtering and removal of certain specified information relating to old and minor criminal offences from all criminal records disclosures. The DBS and the Home Office have developed a set of filtering rules relating to spent convictions, which work as follows:

For those aged 18 or over at the time of an offence

An adult conviction will be removed from a DBS disclosure if:

- eleven years have elapsed since the date of conviction;
- it is the person's only offence; and
- it did not result in a custodial sentence.

It will not be removed under any circumstances if it appears on a list of "**specified offences**" which must always be disclosed. If a person has more than one offence on their criminal record, then details of all their convictions will always be included.

A caution received when a person was aged 18 or over will not be disclosed if six years have elapsed since the date it was issued, and if it does not appear on the list of "specified offences".

For those aged under 18 at the time of an offence

A conviction will removed from a DBS disclosure if:

- five and a half years have elapsed since the date of conviction; and
- it is the person's only offence; and
- it did not result in a custodial sentence.

A caution received when a person was aged under 18 will not be disclosed if two years have elapsed since the date it was issued, and if it does not appear on the list of "specified offences". Again, the conviction will not be removed under any circumstances if it appears on the list of "specified offences". Nor will it be removed if a person has more than one offence on their criminal record.

The list of "specified offences" which must always be disclosed

This contains a large number of offences, which includes certain sexual, violent and other offences that are considered so serious they will always be disclosed, regardless of when they took place or of the person's previous or subsequent criminal record. The list of "specified offences" can be found at: <https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

The Collegiate applies for an enhanced disclosure from the DBS and a check of the Children's Barred List (now known as an Enhanced Check for Regulated Activity) in respect of all positions at the Collegiate which amount to "regulated activity" as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). The purpose of carrying out an Enhanced Check for Regulated Activity is to identify whether an applicant is barred from working with children by inclusion on the Children's Barred List and to obtain other relevant suitability information. Any position undertaken at, or on behalf of the Collegiate will amount to "regulated activity" if it is carried out:

- frequently, meaning once a week or more; or
- overnight, meaning between 2.00 am and 6.00 am; or
- satisfies the "period condition", meaning four times or more in a 30 day period; and
- provides the opportunity for contact with children.

Roles which are carried out on an unpaid / voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis.

It is for the Collegiate to decide whether a role amounts to "regulated activity" taking into account all the relevant circumstances. However, nearly all posts at the Collegiate amount to regulated activity. Limited exceptions could include an administrative post undertaken on a temporary basis in the Collegiate office outside of term time or voluntary posts which are supervised.

If there is a delay in receiving a DBS disclosure the Principal has discretion to allow an individual to begin work pending receipt of the disclosure certificate. This will only be allowed if all other checks, including a clear check of the Children's Barred List (where the position amounts to regulated activity), have been completed and once appropriate supervision has been put in place.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including a criminal records check from the relevant jurisdiction(s). The applicant will not be permitted to commence work until the overseas information has been received and is considered satisfactory by the Collegiate.

6 Childcare disqualification requirements

The Childcare Act 2006 (**Act**) and the Childcare (Disqualification) Regulations 2009 (**Regulations**) state that it is an offence for the Collegiate to employ anyone in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP.

- EYP includes usual school activities and any other supervised activity for a child up to 1 September after the child's 5th birthday, which takes place on the school premises during or outside of the normal school day;
- LYP includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.

DUCA states that only those individuals who are employed directly to provide childcare are covered by the Regulations. "Childcare" means any form of care for a child, which includes education and any other supervised activity for a child who is aged 5 or under. "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.

Roles which will be covered by the Regulations are teaching and teaching assistant positions in EYP, and those which involve the supervision of under 8s in LYP. Those who are directly involved in the management of EYP and LYP include the Head, and may also include other members of the leadership team as well as those involved in the day to day management of EYP or LYP at the Collegiate.

DUCA contains an express statement that cleaners, drivers, transport escorts, catering and office staff are not covered by the Regulations.

Some roles at the Collegiate may involve the provision of childcare in EYP or LYP on an occasional basis. They will not automatically be within the scope of the Regulations and the Collegiate will therefore consider whether they do on a case by case basis. The Regulations only apply to a limited number of roles within the Collegiate but do extend beyond employees to members of The Collegiate Board and volunteers who carry out relevant work in EYP or LYP.

The criteria for which a person will be disqualified from working in connection with EYP or LYP are set out in the Regulations. They are not only that a person is barred from working with children (by inclusion on the Children's Barred List) but also include:

- having been cautioned (after 6 April 2007) for, or convicted of, certain criminal offences including violent and sexual criminal offences against children and adults whether committed in the United Kingdom or overseas;
- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care;
- having been refused registration for the provision of childcare (including nurseries, day care and child minding or other childcare), having been disqualified from any such registration or having had that registration cancelled;
- having been refused an application for registration of a children's home or having had any such registration cancelled;
- having been prohibited, restricted or disqualified from private fostering; or
- living in the same household as another person who is disqualified from EYP or LYP, or living in a household where a disqualified person is employed (disqualification by association). A household is deemed to cover anyone sharing "living space", including the use of a shared

kitchen.

All applicants to whom an offer of employment is made to carry out a relevant role in EYP or LYP will be required to complete a Self-Declaration Form confirming whether they, or anyone in their household, meet any of the criteria for disqualification under the Regulations. The Collegiate will decide whether a role is relevant and within the scope of EYP or LYP by having regard to the guidance in DUCA. Employment with the Collegiate in any relevant role will be conditional upon completion of the Self-Declaration Form and upon the applicant not being disqualified. The Collegiate cannot permit any person who is currently disqualified to start work in a relevant role. The Collegiate also reserves the right at its absolute discretion to withdraw an offer of employment if, in the opinion of the Collegiate, any information disclosed in the Self-Declaration Form renders that person unsuitable to work at the Collegiate.

Applicants who have any criminal records information to disclose about themselves, or anyone in their household, must also provide the following information:

- details of the order, restriction, conviction or caution and the date that this was made;
- the relevant court or body and the sentence, if any, which was imposed; and
- a copy of the relevant order or conviction.

Applicants are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules (see above).

Applicants must not ask for information about spent convictions from any member of their household.

For the avoidance of doubt the Collegiate does not require applicants to request any criminal records information directly from the DBS. The Collegiate only requires applicants to provide relevant information about themselves and members of their household "to the best of their knowledge".

A person who discloses information which appears to disqualify them from working in a relevant role may apply to Ofsted for a waiver of the disqualification. The Collegiate may withdraw an offer of employment at its absolute discretion and is under no obligation to await the outcome of an Ofsted waiver application. If a waiver application is rejected the Collegiate will withdraw the conditional offer of employment.

The Collegiate will securely destroy any information which is provided by an applicant which is not relevant to the childcare disqualification requirements as soon as it is established that it is not relevant. Where a person appointed to a role at the Collegiate is found to be disqualified the Collegiate will retain any relevant information only for the period it takes for a waiver application to be heard and the decision communicated to the Collegiate, after which it will be securely destroyed.

After making this declaration staff in a relevant role are under an on-going duty to inform the Collegiate if their circumstances change in a way which would mean they subsequently meet any of the criteria for disqualification. Any failure to disclose relevant information now, or of a future

change in circumstances, will be treated as a serious disciplinary matter and may lead to the withdrawal of a job offer or dismissal for gross misconduct.

7 Medical Fitness

The Collegiate is legally required to verify the medical fitness of anyone to be appointed to a post at the Collegiate, **after** an offer of employment has been made but **before** any appointment offer is confirmed.

It is the Collegiate's practice that all applicants to whom an offer of employment is made must complete a Health Questionnaire and may be asked for an appropriate doctor's report. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed timetable, extra-curricular activities, layout of the Collegiate etc. If there are any doubts about an applicant's fitness, the Collegiate will consider reasonable adjustments in consultation with the applicant. The Collegiate may also seek a further medical opinion from a specialist or request that the applicant undertakes a full medical assessment.

Successful applicants will be required to sign a declaration of medical fitness confirming that there are no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibilities required by the role. If an applicant prefers to discuss this with the Collegiate instead, they should contact the HR Department, so that appropriate arrangements can be made.

The Collegiate is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence, considering reasonable adjustments and suitable alternative employment.

8 Qualification Requirements

Candidates must be able to demonstrate they have actually obtained any academic or vocational qualifications legally required for the post and claimed in their application. It is Collegiate policy to check original certificates/proof of qualification, where applicable.

9 Overseas checks

All new appointments, where persons have lived outside the UK, are subject to additional checks as deemed necessary, including the right to work in the UK. For anyone who is not a UK citizen, checks are made to ensure that any necessary visa or other requirements are in place. DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including a criminal records check from the relevant jurisdiction(s). **From January 2016, a check will be made on all teaching staff for restrictions imposed by EEA (European Economic Area) authorities.** Any applicant who has lived outside the UK for 12+ months within the last 10 years will need to obtain a police check from the relevant country/countries. If an applicant has lived outside of the UK for 3 months, up to 12 months then the Collegiate will request a Letter of Good Conduct from the relevant country/countries.

If applicants have worked abroad in the last five years in a country where no police check is possible, other confirmation of suitability will be sought e.g. contact with the previous place of employment and extra references.

All of the above must be in place before the appointee takes up their position. The only exception to this is in the case of delayed DBS checks where, at the discretion of the Principal, in the case of staff who are not living on campus, involved in the boarding environment or having access to boarders or children under 5, the appointee may work under supervision for a short period of time, having been made aware of the supervision arrangements and the limitations on the contact that they may have with students. In this case, the appointee **must** be checked against the Barred list prior to beginning work and all other pre-appointment checks must be completed before the appointee commences work. The arrangements must be reviewed every two weeks. In cases where this is allowed, the relevant form must be completed and signed by the new staff member, the person responsible for supervision and kept on the new staff member's file. A check on any prohibition can be carried out using the Employer Access Online Service.

Appointment of boarding staff, staff who will reside on campus and those who will have unsupervised access to the boarding environment or children under 5

In addition to the above, the following steps will be taken when making appointments:

- Referees will be contacted directly to verify references and to check the reasons for previous termination of employment.
- Where feasible, previous employers, relating to posts where there was work with children, will be contacted to check the reason for that employment terminating.

10 Contractors and agency staff

Contractors engaged by the Collegiate must complete the same checks for their employees that the Collegiate is required to complete for its staff. The Collegiate requires confirmation that these checks have been completed before employees of the Contractor can commence work at the Collegiate.

Agencies who supply staff to the Collegiate must also complete the pre-employment checks which the Collegiate would otherwise complete for its staff. Again, the Collegiate requires confirmation that these checks have been completed before an individual can commence work at the Collegiate.

The Collegiate will independently verify the identity of staff supplied by contractors or an agency in accordance with section 5.3 above and will require the provision of the original DBS disclosure certificate before contractor or agency staff can commence work at the Collegiate.

11 Volunteers

The Collegiate will request an enhanced DBS disclosure and Children's Barred List information on all volunteers undertaking regulated activity with students at or on behalf of the Collegiate (the definition of regulated activity set out in section 5.5 above will be applied to all volunteers).

The Collegiate will request an enhanced DBS disclosure without Children's Barred List information on all volunteers who do not undertake regulated activity. This is likely to be because their volunteering duties are subject to regular, day to day supervision by a fully checked member of staff or by a volunteer who the Collegiate has deemed appropriate to supervise and ensure the safety of those students in their care.

Under no circumstances will the Collegiate permit an unchecked volunteer to have unsupervised contact with students.

It is the Collegiate's policy that a new DBS certificate is required for volunteers who will engage in regulated activity but who have not been involved in any activities with the Collegiate for three consecutive months or more. Those volunteers who are likely to be involved in activities with the Collegiate on a regular basis may be required to sign up to the DBS update service as this permits the Collegiate to obtain up to date criminal records information without delay prior to each new activity in which a volunteer participates.

In addition the Collegiate will seek to obtain such further suitability information about a volunteer as it considers appropriate in the circumstances. This may include (but is not limited to the following):

- formal or informal information provided by staff, parents and other volunteers;
- character references from the volunteer's place of work or any other relevant source; and
- an informal safer recruitment interview.

12 **Work Experience**

- **External School Students**

All work experience students from external schools will be supervised at all times whilst undertaking their work experience at the Collegiate and will be subject to risk assessment. They will be required to complete the work experience application form in full and complete the staff disqualification declaration to assess suitability for working with pupils under the age of eight.

The work experience needs to be confirmed by the Collegiate staff involved, including letting the HR Department know the duration, start and end date, and working pattern (e.g. days worked).

On arrival, Collegiate staff will give the student a child protection briefing, and the HR department will provide a booklet of key safeguarding information. The student will need to sign to confirm that the training has taken place.

Internal School Students

Collegiate students undertaking work experience within the Collegiate will need to undertake a child protection briefing given by Collegiate staff and will be supervised at all times. The student will need to sign to confirm that the training has taken place.

The work experience needs to be confirmed by the Collegiate staff involved, including letting the HR Department know the duration, start and end date, and working pattern (e.g. days worked).

- **University Students**

All work experience students from universities will be required to complete an application form and staff disqualification declaration, to assess suitability for working with pupils under the age of eight.

Their University Course Tutor, or Outreach Coordinator, will need to provide the HR Department with a safeguarding vetting letter, which includes details of enhanced DBS checks and confirmation that the student has been cleared in accordance with that university's child protection and safer recruitment procedures.

On arrival, the students need to provide a form of photo ID to verify their identity and present their original DBS certificate. The member of Collegiate staff organising the work experience will go through a short child protection briefing with the student, a booklet is provided from the HR Department. The student will need to sign to confirm that the training has taken place.

The work experience needs to be confirmed by the Collegiate staff involved, including letting the HR Department know the duration, start and end date, and working pattern (e.g. days worked).

13 **Visiting speakers and the Prevent Duty**

The Prevent Duty Guidance requires the Collegiate to have clear protocols for ensuring that any visiting speakers, whether invited by staff or by students, are suitable and appropriately supervised.

The Collegiate is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity at the Collegiate or perform any other regular duties for or on behalf of the Collegiate.

All visiting speakers will be subject to the Collegiate's usual visitors protocol. This will include signing in and out at Reception, the wearing of a visitors badge at all times and being escorted by a fully vetted member of staff between appointments.

The Collegiate will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the Collegiate. In doing so the Collegiate will always have regard to the Prevent Duty Guidance and the definition of "extremism" set out in KCSIE which states:

""Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations."

In fulfilling its Prevent Duty obligations the Collegiate does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

14 **Applicants with Criminal Records**

The Collegiate will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The Collegiate makes appointment decisions on the basis of

merit and ability. If an applicant has a criminal record, this will not automatically bar him / her from employment. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All positions within the Collegiate are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered "spent" except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules. A failure to disclose a previous conviction (which should be declared) may lead to an application being rejected or, if the failure to disclose is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

It is unlawful for the Collegiate to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the Collegiate. The Collegiate will make a report to the Police and / or the DBS if:

- it receives an application from a barred person;
- it is provided with false information in, or in support of an applicant's application; or
- it has serious concerns about an applicant's suitability to work with children.

14.1 Assessment criteria

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the Collegiate will consider the following factors before reaching a recruitment decision:

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

14.2 Risk Factors

If the post involves regular contact with children, it is the Collegiate's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences:

- murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence; or
- serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the Collegiate's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the Collegiate's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

14.3 Assessment procedure

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the Collegiate will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the Principal before a position is offered or confirmed.

If an applicant wishes to dispute any information contained in a disclosure, he / she can do so by contacting the DBS direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the Collegiate will, where practicable and at its discretion, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information. If a candidate's application is considered to be fraudulent or contains false information, the Collegiate will report the matter without delay to the Secretary of State via the DfE and also the police as appropriate.

15 Retention and security of disclosure information

The Collegiate's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information.

In particular, the Collegiate will:

- store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of the Collegiate's senior management team, the H R Manager and the Company Solicitor;
- not retain disclosure information or any associated correspondence for longer than is necessary, and for a maximum of six months*. The Collegiate will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken;
- ensure that any disclosure information is destroyed by suitably secure means such as shredding; and
- prohibit the photocopying or scanning of any disclosure information without the express permission of the individual to whom the disclosure relates.

*In line with DBS guidance, if, in exceptional circumstances, it is deemed necessary for an employee's ongoing employment relationship to retain information for longer than six months, the Collegiate will seek advice and give full consideration to the Data Protection and Human Rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail. (Ref. <https://www.gov.uk/government/publications/handling-of-dbs-certificate-information/handling-of-dbs-certificate-information>).

15.1 Retention of records

A central list of all appointments, showing that the relevant checks have been made, is kept by the HR Managers, assisted by the HR Administrator and HR Assistant.

The Collegiate is legally required to undertake the above pre-employment checks. Therefore, if an applicant is successful in their application, the Collegiate will retain on his / her compliance personnel file any relevant information provided as part of the application process. This will include a written

record of all employment interviews and conversations regarding any gaps in employment, copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications. Medical information may be used to help the Collegiate to discharge its obligations as an employer e.g. so that the Collegiate may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue. Records of child protection training will also be kept.

This documentation will be retained by the Collegiate for the duration of the successful applicant's employment with the Collegiate. Since May 2013, DBS certificates are not retained. Other records will be retained in accordance with the Data Protection Act, and when expired will be securely destroyed.

If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.

The same policy applies to any suitability information obtained about volunteers involved with Collegiate activities.

16 Referrals to the DBS and National College for Teaching and Leadership (NCTL)

This policy is primarily concerned with the promotion of safer recruitment and details the pre-employment checks that will be undertaken prior to employment being confirmed. Whilst these are pre-employment checks, the Collegiate also has a legal duty to make a referral to the DBS in circumstances where an individual:

- has applied for a position at the Collegiate despite being barred from working with children; or
- has been removed by the Collegiate from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child.

If the individual referred to the DBS is a teacher, the Collegiate may also decide to make a referral to the NCTL.

Queries

If an applicant has any queries on how to complete the application form or any other matter he / she should contact the **HR Manager**.

This policy is available on the Collegiate web site at www.qe.org

Related Policies

Child Protection/Safeguarding

Data Protection

Appendix 1 List of valid identity documents

Group 1: primary trusted identity credentials

- current valid passport
- biometric residence permit (UK)
- current driving licence (full or provisional) (UK / Isle of Man / Channel Islands; photo card with the associated counterpart licence; except Jersey)
- birth certificate (UK & Channel Islands) - issued at the time of birth (within 42 days of date of birth); Full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces
- adoption certificate (UK & Channel Islands)

Group 2a: trusted government / state issued documents

- current UK driving licence (old style paper version)
- current non-UK driving licence (valid for up to 12 months from the date the applicant entered the UK)
- birth certificate (UK and Channel Islands) – issued at any time after the date of birth by the General Registrar Office / relevant authority i.e. Registrars)
- marriage / civil partnership certificate (UK and Channel Islands)
- adoption certificate (UK and Channel Islands)
- HM Forces ID card (UK)
- fire arms licence (UK and Channel Islands)

Group 2b: Financial / social history documents

- mortgage statement (UK or EEA)**
- bank / building society statement (UK and Channel Islands or EEA)*
- bank / building society account opening confirmation letter (UK)
- credit card statement (UK or EEA)*
- financial statement ** - e.g. pension, endowment, ISA (UK)
- P45 / P60 statement **(UK and Channel Islands)
- council tax statement (UK and Channel Islands) **
- work permit / visa (UK) (UK Residence Permit) **
- letter of sponsorship from future employment provider (non UK / non EEA only valid for applicants residing outside the UK at the time of application)
- utility bill (UK)* – not mobile telephone
- benefit statement* - e.g. child benefit, pension
- a document from central / local government/ government agency / local authority giving entitlement (UK and Channel Islands)*- e.g. from the Department for Work and Pensions, the Employment Service , HM Revenue & Customs (HMRC), Job Centre, Job Centre Plus, Social Security
- EU national ID card

- cards carrying the PASS accreditation logo (UK)
- letter from Principal or College Principal (UK) for 16-19 year olds in full time education. This is only used in exceptional circumstances if other documents cannot be provided.

Note

If a document in the list of valid identity documents is:
denoted with * - it should be less than three months old
denoted with ** - it should be less than 12 months old

Appendices 2-4 are guidance for those involved in recruiting and interviewing.

Appendix 2 - The Equality Act 2010

People have the legal right not to be discriminated against, either directly or indirectly, when applying for a job, when they are being considered for a particular post or once they are appointed. In addition to this, many organisations, have introduced policies which extend beyond what is required by law and reflect their approach to recruiting and managing people according to the individual's ability alone.

In recruitment and selection, all applicants (and potential applicants) are protected from discrimination. Employment legislation applies to all aspects of the recruitment process (including the advertisement, person specification, job description, application form, shortlisting procedure, pre-employment checks, interviews and decision to appoint).

The Equality Act 2010 is a comprehensive piece of legislation which protects people against discrimination on the grounds of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called '**protected characteristics**'.

It is unlawful to discriminate against a person because of a protected characteristic, because they associate with another person who possesses a protected characteristic or because others think they possess a particular protected characteristic. Employers also have a statutory obligation not to discriminate against a person on grounds of their trade union membership or non-membership. It is, therefore, unlawful to specify union membership when advertising a vacancy, limit recruitment to trade union membership or to deny a person employment because they do or do not belong to a trade union.

It is now unlawful for schools to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work -for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Information sought through references is affected by this as well as questions in interview.

Occupational Requirement (OR)

In certain circumstances, it is lawful to discriminate in recruitment when an occupational requirement (OR) applies. An OR exists when the essential nature or particular or particular duties required of a job can only reasonably or practically be undertaken by a member of one particular group and not simply because it is preferable. If an employer wishes to claim an OR he/she must consider what the duties are for which an exemption is to be claimed. It must also be shown that those duties must be carried out to achieve the objectives of the job.

An OR cannot be applied in order to establish or maintain an ethnic or gender balance within an organisation. They apply in very specific circumstances and are always open to challenge. Only an employment tribunal or higher court can make an authoritative ruling as to the validity of an OR. When an OR does apply, this should be stated clearly in the advertisement for the post.

Positive Discrimination

Positive discrimination occurs when somebody is given employment, training or access to services on the basis that they belong to a particular group. Positive discrimination is unlawful and cannot be used to address under-representation of a particular group within an organisation or profession.

Positive Action

In certain circumstances, action can be taken to encourage people from particular groups which are under-represented in a profession or organisation to take advantage of training or recruitment opportunities. This is

known as **Positive action**. Positive action encourages people to apply to for a post but their application cannot be treated more favourably than another's and must not unfairly advantage a particular group.

What Constitutes Unfair Treatment?

The law prohibits:

Direct Discrimination (including associative and perceived discrimination): Treating somebody less favourably, on grounds outlined in the Equality Act, than others would be treated in the same or similar circumstances. The Act makes it clear that discrimination occurs if an employer discriminates against an employee because of a protected characteristic, whether or not the employee possesses that protected characteristic. The Act also makes it unlawful to discriminate against someone because they are perceived to possess a particular protected characteristic, even if the employer is mistaken.

Indirect Discrimination: Applying practices or provisions to everybody but which may favour one particular group of people over another or which only a small percentage of a certain group of people can comply with.

Harassment: Where a person engages in unwanted conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation: A particular type of discrimination which arises as a result of somebody making a complaint, taking action or giving evidence in relation to the Equality Act.

Reasonable Adjustments

Where necessary, reasonable adjustments will be made for candidates attending interviews and those successful in securing a post (See Equal Opportunities Policy).

Appendix 3 - Recruitment Procedures

At each stage of our recruitment process we are mindful of the need to protect and safeguard children and to ensure that their welfare is promoted at all times. There is a thorough and consistent process of obtaining, collating, analysing and evaluating information about applicants and in order to ensure safe recruitment, the Collegiate will ensure that through safer recruitment advertising and pre-interview information, it will be made clear the school's commitment to safeguarding and promoting the welfare of children.

Identifying the Need: We identify whether a new appointment needs to be made or whether the post can be accommodated within existing staffing arrangements.

Preparation. The Collegiate:

- Determines which selection methods will be used (interviews, occupational personality questionnaires, skills tests, practical exercises, presentations etc).
- Decides who will be responsible for shortlisting and interviewing. At least two people are involved in any interview where the postholder will have contact with children and they are suitably trained.
- Defines the timeline.
- Considers accommodation and domestic arrangements.

Attracting Suitable Candidates. The Collegiate:

- Reviews Job description/Role profile and writes a person specification which includes the individual's responsibility for promoting and safeguarding the welfare of children. The job description outlines the duties of the post and the person specification outlines the particular skills, attributes and characteristics that are required of the new staff member. The job description and person specification are used throughout the selection process as a definition of the criteria against which candidates will be assessed. It will serve as the basis on which a final decision will be made and will subsequently inform the planning of the induction and development programme of the successful candidate.
- Considers the potential job hazards in the light of specific demands of the job.
- Compiles an advertisement for appropriate media which includes a statement about our school's policy on safeguarding children and employment checks OR refers the vacancy to a reputable agency.
- Prepares an information pack which makes clear the school's commitment to safeguarding children. It also contains the relevant standard application form specific to the category of staff being employed and makes it clear that CV's will not be accepted instead of the form.

The job description reflects the roles, responsibilities and accountabilities associated with the post. A job description includes, for example:

- Job title.
- Purpose of the role.
- Key objectives.
- Responsible for.
- Responsible to.
- Key accountabilities (in priority order).
- Staff management responsibilities.

The person specification details the knowledge, skills and attributes necessary to fulfil the requirements outlined in the job description, indicating clearly which of these are essential to the post and which are desirable. When writing a person specification, careful attention should be paid to maintaining a sensible balance between essential and desirable criteria and consideration is given to which of the requirements may

be achieved through training. The person specification includes details of the following requirements which will either be essential or desirable to the post:

- Skills
- Knowledge
- Qualifications
- Experience
- Personal competencies and qualities

Essential criteria are only those things which are essential to the post and without which a candidate cannot be considered. Desirable criteria are aspects that would be beneficial and strengthen a candidate's application and allow a distinction between candidates who meet all the essential criteria.

Shortlisting

The Collegiate short lists applicants, checking for the following and exploring further at interview:

- Gaps in employment.
- Reasons for repeated and regular changes in employment.
- Anomalies or discrepancies in information contained within the application.
- Anomalies or discrepancies between information contained in references and the application

All candidates are assessed equally against the criteria in the person specification or role profile without exception

The selection panel will select candidates for interview on the basis that they meet all of the essential criteria as defined in the person specification. If more people meet the essential criteria than can be sensibly interviewed, the desirable criteria can then be used to decide who should be invited to the next stage. The use of a reserve list is not recommended as it increases the potential for challenge about the selection procedures.

All those involved in the recruitment process are aware that anti-discrimination legislation applies equally to all parts of it and, as such, shortlisting decision needs to be accurately recorded so that they can be justified if challenged. A shortlisting pro-forma will help the selection panel to decide objectively and methodically whether applicants have met each criterion and provides a valuable written record of the selection process.

When shortlisting, the selection panel should consider the following:

- **Application form** - is the application form well-presented and legible? Has care been taken to ensure that it is completed in full with no grammatical or spelling mistakes?
- **Employment history** – What positions have they held and for how long? What are their reasons for leaving?
- **Gaps in employment** – Are there any unexplained gaps in employment records? If there are gaps, a note should be made to question this at interview.
- **Skills and experience** – What breadth of experience does the candidate have? What skills have they gained?
- **Training** – What training has the applicant undertaken? When was this? How relevant is it?
- **Candidate's opinion** – Are the candidates statements purely factual with no personal influence or can you detect any particular educational philosophy?
- **Attention to detail** – If you asked for applicants to address any particular points, has this been done or have you been sent a standard response?
- **Relevance** – Has the candidate attempted to relate their skills and experience to the requirements of the post? Does the candidate demonstrate that they have read and understood the job description, person specification and supporting materials?

- **No evidence** – There may be aspects of the selection criteria which are not measurable from the application form but that could be explored at interview. If this is the case, indicate that there is no supporting evidence and make a note to investigate further.

All candidates are assessed equally against the criteria in the person specification or role profile without exception.

WHAT AFFECTS OUR ABILITY TO ASSESS ACCURATELY?

Assessment is all about making judgments and decisions about people. The aims of assessment in selection and interviewing is to make the optimum decision about who is best suited to the vacancy when presented with a great deal of complex and sometimes conflicting data. Our minds can often play tricks on us during assessment which can lead us to make the wrong decisions. Being aware of potential tricks of the mind can help us to overcome this and remain fully objective.

Labels: We all have a natural disposition to assign labels to people. These are often based on limited information and can be inaccurate.

Categories: In order to reduce the amount of information our brain is having to process, we tend to use various “clues” to put people into pre-determined categories.

Stereotypes: Stereotypes are largely related to our own perception or experience of a particular group and will be influenced by how much information we have, where we got it and how long ago it was. Stereotyping, whether in a negative or positive way, very often leads us to reach inaccurate conclusions.

Self-image/similarity: Identifying a similarity between yourself and another person tends to lead us to project other attributes to that person. Research has shown that interviewers weigh information differently depending on how easily they can relate it to themselves or their own experiences and how importantly they view that particular attribute.

First impressions: Research shows that people make decisions about others within the first four minutes of meeting them. People usually spend the rest of the time looking for information to confirm this. It is particularly important for assessors to be aware of this and to hold back from making their mind up about a person within the first few minutes.

Horn effect: The opposite of the halo effect where candidates who come across poorly in one aspect are assumed to be poor in other areas of the requirements.

Sequence effect: Our brains will automatically compare this person with the last person that we assessed. Somebody who is mediocre will shine if we have seen a string of poor candidates. Similarly, a person can appear poor if seen with a string of good people.

Over-influence of negative information: We have a tendency to be over-influenced by negative information. We may have a lot of possible information about a person but one piece of negative information can change our view completely.

Appendix 4 - Guidance for Interviewing

Interviews

Candidates will be invited to interview using a 'Safer Recruitment' letter outlining arrangements for the day and will be asked to provide the following original documents at interview – proof of identity eg driving licence or birth certificate plus a valid passport, certificates or diplomas confirming education qualifications, qualified teacher status or qualifications appropriate for the position, where appropriate any documentation, giving evidence of change of name. We ask candidates whether they require any reasonable adjustments in order to attend the interview. Verification will be sought of a candidate's right to work in the UK and copies of the successful candidate's passport and documentation as outlined above will be taken and retained on the person's file.

We conduct a face to face panel interview to explore the candidate's suitability to work with children as well as his/her suitability for the position being recruited. Including one who has been trained in safer recruitment and a second who has the authority to make the decision on the appointment. Where face to face interviews are not possible, the interview may be carried out via Skype. A consensus about the required standards for the post will be reached and issues considered and explored in interview in line with the agreed assessment criteria. The panel will assess the candidate's attitude towards children and young people and his/her ability to support the safeguarding policies of our school. Questions relating to child protection and safeguarding children will be asked in every interview for paid staff and volunteers prior to an offer of appointment. We will not ask questions regarding health at the interview. A successful candidate is then required to complete a health questionnaire.

Interview notes will be made and copies retained on the compliance personnel files. For teaching positions, the candidate will be observed in taught lessons wherever possible and notes kept of the outcome of the observation. Verification of the successful candidate's identity from all scrutiny previously undertaken will occur and details entered on the Single Central Register and our staff employment checklist related to:

- character/professional references;
- original copies of qualifications seen and photocopied to confirm that the successful candidate has all the academic or vocational qualifications claimed;
- the place of residence and identity of successful candidate including name, address and date of birth by checking passport together with two utility bills less than 3 months old (Refer to Valid Identity Documents referred to in 'An applicant's guide to completing the DBS Application Form')
- the successful candidate having the right to work in the UK along with a clearly traceable employment history and experience

Our application form also requests more detailed information regarding teaching experience, details of special areas of teaching interest, details of relevant training undertaken recently (e.g. First Aid course), details of referees, declaration of full criminal record, declaration of any family of close relationship to existing employees or employers and a declaration that all information is true and accurate. For unsuccessful candidates, **copies should be retained along with their interview notes for 6 months.**

Golden Rules for Effective Interviewing

There are basic rules that help people interview effectively, avoid bias or prevent candidates from perceiving bias when they are interviewing candidates for a post.

The Interview Should Be Properly Conducted

A badly conducted interview can create the impression that the interviewer is not interested in the candidate. This may lead to an interviewee believing they are performing badly or being discriminated against when, in actual fact, the interviewer will treat everybody the same way. A structured interview with clearly defined criteria is one of the best ways of ensuring that an interview is perceived as having been well conducted.

Interviewers Should Be Trained

The right training can make interviewers more confident, consistent, their assessments more reliable and reduce the chance of their judgement being affected by anything other than the evidence relating to a person's ability to do the job concerned. If the training is focussed on developing the skills needed to explore a candidate's ability to meet the requirements of the post, there will be much less chance of evidence being affected by perceptions, assumptions, bias or stereotypes.

Interviewing with regard to EYFS

The Collegiate prevents people who pose a risk of harm from working with children or learners by: ensuring that at least one person on any appointment panel has undertaken safer recruitment training.

The Interview Should Focus On Obtaining Evidence

Poor interviewers rely on instinct and 'gut-feeling' and can be unduly influenced by factors that have nothing to do with a person's ability to undertake the duties and responsibilities of the post that they are being interviewed for. Evidence is also essential in supporting the decisions made in the selections process and protecting the interviewer from being accused of any form of discrimination.

The Interviewer Should Always Take Notes

Failure to take accurate and relatively comprehensive notes during an interview often limits an interviewer's ability to recall exact information and vital pieces of evidence. All notes relating to a selection process are retained for six months after the process ends, the period of time in which a candidate can make an accusation of unlawful discrimination, as any evidence must be submitted to a tribunal on request should this happen.

Utilise all of the Evidence

Interviews are only one part of the recruitment process and do not always provide all of the information needed to make the best decision. The evidence gained through an interview can be supported by various selection tools and techniques. Psychometric testing, presentations, written exercises, and practical assessments can all add to the quality of information and evidence that a selector **has about a candidate's suitability for a post.**

Step-By-Step Interview Process

Before the Interview, the Collegiate in conjunction with the HR Department:

- Arranges suitable accommodation. Arranges for interviewers to have access to all of the paperwork they review for the interview (application forms, and interview questions).
- Agrees realistic and achievable timescales.
- Decides who will lead the interview. This person takes responsibility for greeting the candidates as they arrive and introducing them to the rest of the panel.
- Confirms who will ask each question and in which order. Agrees whether panel members are happy for others to probe around their questions if this is deemed necessary.

During The Interview. The selection panel must:

- Switch off mobile phones, fax machines and divert telephones.
- Have a glass of water available for candidates.
- Put candidates at ease. Introduce them and allow each panel member to introduce themselves and their role.
- Stick to the question areas that have been agreed prior to the interview. Avoid asking questions unrelated to the role or personal questions that could be misinterpreted.
- Try not to make assumptions and stay open-minded and objective.
- Adhere carefully to the agreed timescales.
- Take notes.
- Allow candidates to answer questions fully and listen carefully to their answers. It is important, however, to ensure that the panel retain control of the interview.

Questioning

The purpose of questions is to explore the knowledge, skills, abilities and attributes of candidates in order to ascertain whether or not they meet the requirements of a particular vacancy. Interviews are also an opportunity for candidates to demonstrate how well they meet the criteria set out in the person specification and in which ways they can fulfil the requirements of the job description.

In order to get the best quality of answers from interviewees, we ask clear, unambiguous and open questions. These begin with phrases such as “tell us about...”, “what do you think...” and “what are your thoughts on...”. Closed questions that invite a “yes” or “no” answer give the candidate little or no opportunity to express their thoughts fully or show their true character. Closed questions are, however, often valuable in gaining a decisive answer when a response has been ambiguous or vague.

Types of Questions

There are various types of questions which we use appropriately in various circumstances. Some types of questions are best avoided in most situations but can be very useful in others. The different question types are as follows:

Question	What does it achieve?	Example
Open	Encourages candidates to give an expansive answer and does not invite the answers “yes” and “no”. Allows the candidate to elaborate and give a true reflection of themselves.	Can you tell me about your experience of curriculum management?
Probing	Used to question further and expand on answers given to open questions. Excellent for uncovering information that may not have been initially offered.	What exactly were your responsibilities?
Clarifying	Allow the interviewer to recap and clarify the answer that has been given.	So you contacted the parent first then?
Hypothetical	Asks for an answer to a hypothetical situation. Answers will seldom be based on experience and may not reflect what would happen in reality. Can be used if no real life experience exists around	How would you deal with a difficult parent?

	which to question but evidence of past behaviour is often the best indicator of future performance so hypothetical questions are best avoided.	
Multiple	More than one question at once. Can invite several answers and potentially confuse both interviewer and interviewee.	How did you choose which method to use, did it work and what was the outcome?
Leading	Suggest the answer that the interviewer wants to hear. Can lead an interviewee to give an answer which does not necessarily reflect their true opinion.	Do you agree that it's good practice to involve parents in classrooms?
Closed	Can be answered with "yes" or "no". Good for establishing simple facts but doesn't allow an opportunity to expand on or explain an answer.	Have you completed the NPQH?

Systematic Questioning

In order to ensure that the question remains focused on the specific area of the person specification that the question relates to, the selection panel is systematic when questioning. A useful acronym to remember when interviewing is the **SOAR** method as follows:

S = Establish a relevant situation

- "Give me an example of a time when..."
- "Tell me about..."
- "Describe a situation when..."

O = Clarify the objective

- "What were the reasons for...?"
- "What was the anticipated outcome of...?"
- "What were you hoping to achieve...?"

A = What action(s) were taken? - "What did you do?"

- "How did you organise...?"
- "What approach did you take?"

R = Establish the result

- "What was the outcome?"
- "How did you measure your success?"
- "Would you do the same again?"

Ensuring questions do not compromise equality legislation

Asking questions regarding health and disability are not normally prohibited under the Equality Act 2010. However it is important that interview candidates are provided with the opportunity to share any information about their health and/or disability that may impact on the nature of the work and/or work environment at the earliest stage (if they wish to disclose such information) so that pragmatic discussions can take place at an early stage. Interview candidates also need to be clearly aware of the exact nature of the role and in particular are able to manage, with the relevant risk assessments and control measures in place, the hazards associated with the role.

All candidates should be asked:

- Are there any adjustments to this role or particular aids that may be needed to enable you to perform this role effectively?

Where there are particular risks associated with the role, the candidate are asked questions in line with the job hazard form. Some examples are provided below:

- This role requires the post-holder to perform, on a regular basis, manual handling activities, including weights up to 15kg. Are you able to fulfil this aspect of the role requirement?
- This role has high potential to require physical behaviour interventions. Are you able to fulfil this aspect of the role requirement?
- **This role requires the post-holder to drive the school's vehicles. Are you able to fulfil this aspect of the role's requirement?**

Probing further into a candidate's answer is vital and is invaluable in uncovering the true part an interviewee played in the situation they're describing. Probing also helps to determine if an answer is spontaneous and entirely truthful or if it has been rehearsed in anticipation. Following a method of systematic questioning can assist in probing as can asking specific questions such as "what was your role throughout the process?", "what level of responsibility did you have in that situation?". "What contribution did you make to the team on that occasion?" and "what decisions did you make in that process?".

During an interview, it is sometimes necessary to retain control of the situation or return focus to the key criteria around which is being questioned. We try not to allow an interview to be led by the interviewee as it often uses up valuable time and can leave questions unanswered or key areas unexplored. Clarifying questions allows the interviewer to retain control by checking that the interviewee has fully understood the question. Phrases such as "if I can just stop you there...", "in order to summarise..." and "coming back to the original question..." are extremely useful in helping us guide the questioning.

After the Interview. The selection panel:

- Reserve judgement until all candidates have been through the selection process.
- Discuss thoughts and findings with other panel members, ensuring that these relate to the selection criteria.
- Ensure less experienced panel members have the opportunity to offer their feedback first as they will not be influenced by others' opinions and will not feel reluctant to offer their true thoughts and feelings.
- Agree and formalise reasons for the decision to appoint the successful candidate and reject the others or to reject all candidates if appropriate.

Appointing the Right Candidate

Immediately after the interviews have taken place, or as soon after as possible, the selection panel discuss the interviews and agree how well each candidate met the requirements of the post. Ideally this will be at a time that will give the panel the opportunity to meet with candidates again should any areas of concern or confusion have been raised which may be answered easily with further questioning (i.e. over lunchtime or while candidates are touring the school). If this time is allocated from the outset, it is straightforward to cancel should a unanimous decision be reached and a follow up discussion not be required.

No applicant is rejected for any reason other than their assessed ability or willingness, in relation to the other candidates, to undertake the duties as defined in the job description and meet the requirements in the person specification. So far as the law is concerned, the selection panel acts as 'the employer' and its actions and decisions can commit the school contractually and be challenged through complaints to tribunals.

Contractually, the verbal offer of a job and its acceptance by the successful candidate constitute a binding contract of employment. Subsequent documentation merely confirms this contract. Too casual a verbal agreement with the successful candidate about terms (e.g. salary, starting point etc) can cause major problems if decisions are altered retrospectively. The Collegiate will never make a verbal offer of employment (which the candidate accepts) and then retract the offer. In such cases, the candidate would be able to pursue a claim for breach of contract. Applicants for Principal and Vice-Principal posts are therefore not offered the job until the Proprietor has ratified the panel's decision.

Appendix 5 – Supervision of workers on site but not employed or checked by the Collegiate

As indicated above and in the Child Protection Policy, all those in regulated activity will be checked in accordance with the Safe Recruitment Policy. In cases of a delay in receipt of a requested DBS check, staff will be subject to supervision and risk assessment, which will be recorded and reviewed. If long-term contractors' employers do not meet the requirement to carry out safeguarding checks, the HR department will action checks on behalf of the Collegiate.

Where volunteers are not in regular attendance, and so not in regulated activity, they will be subject to the Visitors Policy and supervised at all times.

Where contractors not employed by the Collegiate attend the site to carry out specific work e.g. short-term building or maintenance, they will be under the supervision of staff who are DBS cleared and will not be allowed to share any facilities with Collegiate staff and students. For such contractors, any communication with students is an offence which will lead to dismissal, as indicated at induction. Wherever possible e.g. for construction, such staff will be separated from the rest of the campus, and construction areas will be fenced off. For occasional work e.g. servicing, the procedure for signing in and out will be required and supervision by a DBS-cleared manager will be necessary.