



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence



Katie Rush, Headteacher, Brookvale and Robert Coles, Headteacher, Groby Community College

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Brookvale Groby Learning Campus

Safer Recruitment Policy 2016 - 2019

Reviewed: Katie Rush and Robert Coles
Agreed: Finance and Operations Committee November 2016
Next review: September 2019

Signed:..... Chair of Finance and Operations Committee

Date:

SAFER RECRUITMENT POLICY

This must be used in conjunction with Keeping Children Safe in Education 2016. Links to: Child protection policy and procedures; Anti-bullying policy.

1. INTRODUCTION

This campus is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with young people;
- see Appendix A – Safer Recruitment checklist.

2. STATUTORY REQUIREMENTS

There are some statutory requirements for the appointment of some staff in campus – notably headteachers and deputy headteachers. These requirements change from time-to-time and must be met.

3. RECRUITERS

The campus will at all times have a member of the Senior Leadership Team on the recruitment panel who will hold a current safer recruitment qualification.

4. INVITING APPLICATIONS

4.1 Advertisements for posts – whether in newspapers, journals or on-line – will include the statement: *“The campus is committed to safeguarding children and young people. All postholders are subject to a satisfactory enhanced Disclosure Barring Service check.”*

4.2 Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the campus child protection policy (agreed annually);
- the campus’s safer recruitment policy (this document);
- the selection procedure for the post;
- an application form.

4.3 All prospective applicants must complete, in full, an application form.

5. SHORT-LISTING AND REFERENCES

5.1 Short-listing of candidates will be against the person specification for the post and when carrying out the short-listing process a minimum of two people must be involved in the process of scrutinising applications and short-listing candidates.

5.2 Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

5.3 References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

5.4 Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

- 5.5 Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 5.6 Referees will always be asked specific questions about (see Appendix B – reference forms):
- the candidate’s suitability for working with children and young people;
 - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
 - the candidate’s suitability for this post.
- 5.7 Campus employees are entitled to see and receive, if requested, copies of their employment references.

6. THE SELECTION PROCESS

- 6.1 Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- 6.2 Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).
- 6.3 Interviews will always contain a series of safeguarding questions as designated by the Safer Recruitment guidance information (2007) – see Appendix C.
- 6.4 Candidates will always be required:
- to explain satisfactorily any gaps in employment;
 - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
 - to declare any information that is likely to appear on a DBS disclosure;
 - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

7. EMPLOYMENT CHECKS

- 7.1 All successful applicants are required:
- to provide proof of identity
 - to complete a DBS disclosure application and receive satisfactory clearance
 - to provide actual certificates of qualifications
 - to complete a confidential health questionnaire
 - to provide proof of eligibility to live and work in the UK
 - where possible will make overseas checks on anyone who has worked abroad in the last 2 years

8. INDUCTION

- 8.1 All staff who are new to the campus will receive induction training that will include the campus’s safeguarding policies and guidance on safe working practices.
- 8.2 Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).
- 8.3 All support staff will complete a 6 month probation period – see Probationary Policy.

9. MONITORING OF THIS POLICY

- Monitored by the Finance and Operations Committee on an annual basis.
- Checked against the model Child Protection Policy produced each year by the LA and adopted across the campus.
- Annual review of campus recruitment procedures.



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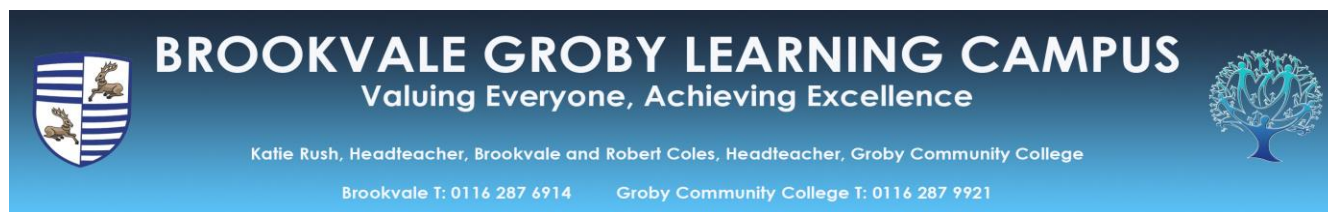


Employee Number _____

Name _____

Start date _____

Passport – Right to Work	
IT Policies	
SIMS	
Moorepay/LA	
References	
DBS	
SCR	
Probation periods (3 & 6 months diaried)	
Qualifications	
Safeguarding Training	
P45	
Pay point on entry	
SBS	
Pensions notified of starter	
Contract issued/contract amendment	
Barred List/Section 128	
Fit to Work	



REQUEST FOR REFERENCE – TEACHING STAFF

Name of Applicant:	
Post applied for:	
Date of Interview:	

To assist us in our recruitment decisions please answer the following questions as fully as you are able. This form has been designed mainly for previous/present employers. If you have not employed the applicant, please indicate your connection to him/her, and provide any comments you may have as to their suitability for the job.

Please rate the Applicant against the following criteria:	Requires Improvement	Good	Very Good	Outstanding
Attitude/commitment to work				
Timekeeping				
Honesty/Integrity				
Reliability				
Behaviour Management				
Ability to enthuse students/pupils				
Ability to gain high standards of work from students/pupils				
Ability to work under pressure				
Ability to work independently and on own initiative				
Ability to hold others to account				
Ability to lead strategic debate				
Ability to inspire and motivate a team				
Ability to analyse data in order to: (a) identify issues (b) advise on ways forward				
Ability to pre-empt potential issues within the school				

1.	How long have you known the applicant?
2.	In what capacity have you known the applicant?
3.	If applicable give dates: To _____ From _____
4.	Please provide specific details of the applicant's role and responsibilities including any notable achievements within your Organisation, also what level of responsibility, if any, did they have?
5.	Did the applicant perform their duties satisfactorily? YES/NO If NO , please provide details of any areas needing improvement and any remedial action taken:

6.	Applicant's reasons for leaving your employment?
7.	Please see the job description and person specification attached and comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths and weaknesses you consider the applicant has demonstrated in relation to the requirements of this post and give examples (please continue on a separate sheet if necessary).
8.	Have you ever had any concerns about the applicant's performance/practice or conduct? YES/NO If YES , please describe and state whether or not these led to formal action.
9.	Were there any problems/concerns about their attitude/behaviour towards work/colleagues? YES/NO If YES , please describe your concerns.
10.	Please provide details of any actions pertaining to their capability as a teacher or disciplinary actions where the sanction is current. In addition please provide details of any disciplinary action relating to safeguarding or child protection where the sanction has expired.
11.	Do you know of any reason why we should not employ the applicant? YES/NO If YES , please comment.
12.	The post being applied for involves working with Children and/or Vulnerable Adults; please state whether you know of any reason why the applicant might be considered unsuitable to work with children or whether you have any concern about their suitability for such work. If you do know of any reason or concern, please provide further details.
13.	Please state whether the applicant has been the subject of any substantiated allegations relating to Children and/or Vulnerable Adults. If so, please also state the nature and date(s) of the allegations, by whom they were investigated, what conclusion was reached, and what action was taken as a result of the allegations.

Please feel free to continue or add any additional comments you may wish to make on a separate sheet

Signed		Date	
Name		Position	
Organisation			
Address			
Contact Telephone Number		Email address	

Countersigned by Headteacher/Principal:.....

Name:.....



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REQUEST FOR REFERENCE – SUPPORT STAFF

Name of Applicant:	
Post applied for:	
Date of Interview:	

To assist us in our recruitment decisions please answer the following questions as fully as you are able. This form has been designed mainly for previous/present employers. If you have not employed the applicant, please indicate your connection to him/her, and provide any comments you may have as to their suitability for the job. If you would like an electronic version of this form, please email tmalsbury@brookvalegroby.com

1.	How long have you known the applicant?
2.	If applicable please provide details of basic salary and any other remuneration.
3.	In what capacity have you know the applicant?
4.	If applicable give dates: To _____ From _____
5.	Please provide specific details of the applicant's role and responsibilities including any notable achievements within your Organisation, also what level of responsibility, if any, did they have?
6.	Did the applicant perform their duties satisfactorily? YES/NO If NO , please provide details of any areas needing improvement and any remedial action taken:
7.	Applicant's reasons for leaving your employment?
8.	Please see the job description and person specification attached and comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths and weaknesses you consider the applicant has demonstrated in relation to the requirements of this post and give examples (please continue on a separate sheet if necessary).

9.	Have you ever had any concerns about the applicant's performance/practice or conduct? YES/NO If YES , please describe and state whether or not these led to formal action.
10.	Were there any problems/concerns about their attitude/behaviour towards work/colleagues? YES/NO If YES , please describe your concerns.
11.	Please provide details of any disciplinary action where the sanction is current. In addition please provide details of any disciplinary action relating to safeguarding or child protection where the sanction has expired.
12.	Do you know of any reason why we should not employ the applicant? YES/NO If YES , please comment.
13.	The post being applied for involves working with Children and/or Vulnerable Adults; please state whether you know of any reason why the applicant might be considered unsuitable to work with children or whether you have any concern about their suitability for such work. If you do know of any reason or concern, please provide further details.
14.	Please state whether the applicant has been the subject of any substantiated allegations relating to Children and/or Vulnerable Adults. If so, please also state the nature and date(s) of the allegations, by whom they were investigated, what conclusion was reached, and what action was taken as a result of the allegations.

Please feel free continue or add any additional comments you may wish to make on a separate sheet

Signed		Date	
Name		Position	
Organisation			
Address			
Contact Telephone Number		Email address	

Countersigned by Headteacher/Principal:.....

Name:.....

Example competency interview questions to address suitable personal behaviours (including safeguarding children and young people)

These are examples of questions and indicators prepared for training purposes by one local authority (Buckinghamshire).

These are to provide an illustration rather than to provide standard interview questions for ongoing use.

Positive indicators	Personal competencies	Negative indicators
<ul style="list-style-type: none"> • Convincing responses based on balanced understanding of self and circumstance. • Has a realistic knowledge of personal strengths and weaknesses. • Examples of having considered/tried other options and alternatives. • A realistic appreciation of the challenges involved in working with children. • Evidence of others having supported and encouraged based on observation of personal talent. 	<p>1. Motivations for working with children Self-awareness/knowledge and understanding of self, interconnection between self and professional role. Example questions:</p> <ul style="list-style-type: none"> • What do you feel are the main drivers that led you to want to work with children? • How do you motivate young people? • What has working with young people, to date, taught you about yourself? 	<ul style="list-style-type: none"> • Unconvincing responses based on whimsical examples. Not self-aware, don't see themselves as others do. • Driven by personal needs not needs of others. • Not realistic about personal strengths and weaknesses. • Unrealistic impression of what working with children is really like. • Failure to consider other alternatives. • Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.
<ul style="list-style-type: none"> • Behaves consistently and appropriately under pressure or in a position of authority. • Has control over emotions with adults and children. • Understands power position and how to seek help in difficult circumstances. 	<p>2. Emotional maturity and resilience Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary. Example questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation? • Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation? 	<ul style="list-style-type: none"> • Inappropriate responses when under pressure or when in a position of power. • Inconsistent responses. • Handles conflict badly. • Fails to control temper/emotions with children and or adults. • Doesn't seek help when needed. • Fails to go to others for advice.
<ul style="list-style-type: none"> • Demonstrates a balanced understanding of rights and wrongs. • Puts the child first. • Alive to the realities of abuse. • Prepared to believe. • Shows a contemplative approach, drawing on personal experiences and lessons from others. • Builds values and judgments based on new information. • Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment. • Shows respect for others feelings, views and circumstances. 	<p>3. Values and ethics Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment. Example questions:</p> <ul style="list-style-type: none"> • What are your attitudes to child protection? How have these developed over time? • What are your feelings about children who make allegations against teachers or staff? • How do you feel when someone holds an opinion that differs from your own? How do you behave in this situation? • Have you ever had concerns about a colleague? How did you deal with this? 	<ul style="list-style-type: none"> • Extreme opinions that don't account for the views/feelings of others. • Doesn't show balance in opinion. • Doesn't build on new information or understanding. • Opinions harden/become dogged. • Doesn't show a full or rounded appreciation of safeguarding issues. • Dismissive of, or underplays, the risks. • Consistently puts the blame and responsibility for child protection elsewhere. • Fails to believe in suspicions/reports of abuse.