



Harborne Academy

Recruitment and Selection Policy & Procedure

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Harborne Academy

Recruitment and Selection Policy and Procedure

1 Introduction

- 1.1 This policy and procedure have been developed to embed safer recruitment practices and procedures at Harborne Academy and complies with guidance outlined in “Keeping Children Safe in Education”.
- 1.2 The aim of this policy and procedure is to create and maintain a safe and supportive environment for all pupils, staff and others within the Academy. By ensuring all recruitment and selection is safe and fair when recruiting staff and volunteers by:
- attracting the best possible candidates/volunteers to vacancies;
 - deterring prospective candidates/volunteers who are unsuitable from applying for vacancies;
 - identifying and rejecting those candidates/volunteers who are unsuitable to work with children and young people.

2 Roles and Responsibilities

- 2.1 The Governing Body of the Academy will:
- ensure the Academy has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with the safe Department for Education guidance and legal requirements;
 - monitor the Academy’s compliance with them.
- 2.2 The Head Teacher will:
- ensure that the Academy operates a safe and fair recruitment and selection procedures which are regularly reviewed and updated to reflect any changes to legislation and statutory guidance;
 - ensure that all appropriate checks have been carried out on staff and volunteers in the Academy;
 - monitor any contractors and agencies compliance with this document;
 - promote the safety and well-being of children and young people at every stage of this process.
- 2.3 HR Department
- will oversee, co-ordinate and manage the Academy’s recruitment and selection process for all vacancies at the Academy, ensuring it is a safe and fair process which is compliant with Department of Education and legal requirements.

3 Diversity in Employment

- 3.1 The Academy will ensure the Recruitment and Selection Policy and Procedure will not discriminate on the grounds of the nine protected characteristics as outlined in the Equality Act 2010; race, ethnic origin, age, disability, sex, sexual orientation, marital status, religion or belief, pregnancy and maternity.
- 3.2 No applicant or employee will receive less favourable treatment based on a protected characteristic.
- 3.3 No applicant or employee is placed at a disadvantage by a practice, provision or criterion which is not a justifiable requirement or condition for the job and disproportionately affects an applicant or employee with a protected characteristic. A Genuine Occupational Qualifications (GCQ) must be justifiable. Advice must be sought from HR.

4 Approval to recruit

A Recruitment authorisation form will be completed and authorised by the Business Manager and the Head Teacher prior to advertising.

5 Job description

- 5.1 Before advertising the post, it is essential that:

The current job description is reviewed and if required updated to ensure it meets the requirements of the post. If it is a new post or a job description does not exist, a job description should be drafted. Careful consideration should be that the job description does not discriminate either directly or indirectly. Only genuine requirements of the post should be included. HR will draft job descriptions where necessary and all job descriptions will need to be approved by the Head Teacher.

- 5.2 The purpose of a job description is:

- Assist potential candidates in deciding if they have the experience, qualifications and aptitude to fulfil the role;
- To enable recruiters to draw up an accurate person specification;
- To set out post-holder duties and responsibilities in a clear manner.

6 Person specification

- 6.1 A person specification should be drawn up based on the needs of the post and will be drafted by HR and approved by the Head Teacher.
- 6.2 The qualities, experience, skills and knowledge should be based on the requirements of the post as noted in the job description. Careful consideration should be given not to discriminate directly or indirectly by placing provisions, practices or criterion which are not a genuine requirement for the post.

7 Advertising

7.1 All vacant posts should be advertised internally where appropriate.

7.2 Advertisements should be based on the job description and the person specification. The advertisement should be non-discriminatory. Any Genuine Occupational Qualifications (GCQ's) should be clearly stated in the advertisement and advice should be sought from HR.

7.3 The advertisement should include the following:

- Post title;
- Salary, additional allowances such as TLR;
- If the post is permanent, temporary or fixed term;
- If the post is full time, part time or term time;
- Key duties and responsibilities;
- Skills, knowledge, experience, qualification required for the post;
- How to apply;
- Closing date.

7.4 All external advertisements will include the following statement;

“Harborne Academy is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced check”.

7.5 The post will be advertised in the most cost-effective media. Hays Education work in partnership with Harborne Academy to recruit their permanent teaching and support staff. The Academy has a dedicated Hays Account Manager who is responsible for the whole recruitment process.

The partnership covers the design and maintenance of a 4 page school microsite, the production of the advertisements, dealing with enquires, pro-actively marketing the roles and using Hays database to attract candidates to roles. Hays also complete the vetting and compliance on behalf of the Academy in line with Dfe safer recruitment guidelines.

7.6 Advertisements will be drafted by HR and approval will be sought from the Head Teacher before an advertisement is published via the Recruitment authorisation form.

8 Applications Forms

8.1 Prospective applicants must complete, in full, and return via email or post, a signed application form.

8.2 A curriculum vitae will not be accepted in place of a completed application form.

9 Shortlisting

9.1 Candidates will be shortlisted against the person specification for the post. The shortlisting panel should be made up of a minimum of two members of staff involved in the selection process. The shortlisting grid (Appendix A) will need to be completed for each candidate.

10 References

10.1 Two references, one of which must be from the applicant's current/most recent employer where possible, will be taken up once the selection process has been completed (note references should come from the Head Teacher of the previous school or Academy, or the Head of an organisation, not a colleague).

10.2 References will be sought directly from the referee, and where necessary, will be contacted to clarify any anomalies or discrepancies. Electronic or written records will be kept of such exchanges. Where possible references will be requested in advance of interview.

10.3 Referees will be asked specific questions about the following:

- the candidate's suitability to work with children and young people;
- any substantiated allegations;
- any disciplinary warnings, including time-expired warnings, relating to the safeguarding of children and young people;
- the candidate's suitability for the post.

10.5 Reference requests will include the following:

- applicants current post and salary;
- disciplinary record;
- safeguarding concerns.

10.6 To whom it may concern references should not be accepted.

10.7 If candidates start before their DBS is received, a risk assessment will be carried out by Head Teacher's Executive Support PA and authorised by the Head Teacher.

11 Invitation to Interview

11.1 Candidates called to interview will receive:

- a letter or email confirming the interview and any other selection techniques;
- details of the interview day including details of the panel members;
- details of any tasks to be undertaken as part of the interview process;
- be asked to provide proof of right to work; proof of identity, qualifications and any other checks as required.

12 Identification of the Recruitment Panel

- 12.1 At least one member of the Selection and Recruitment Panel will have successfully completed training in safer recruitment within the last 5 years.

13 Interview

- 13.1 Selection techniques will be determined by the nature and duties of the post but all vacancies will require an interview of short-listed candidates.
- 13.2 Interviews will always be face-to-face and may include additional interview techniques such as observation or exercises.
- 13.3 Candidates will be required to:
- explain any gaps in employment;
 - explain satisfactorily any anomalies or discrepancies in the information available to the panel;
 - declare any information that is likely to appear on the DBS disclosure;
 - demonstrate their ability to safeguard and protect the welfare of children and young people and their ability.
- 13.4 All candidates will be asked the same core questions in addition to follow up questions.
- 13.5 Under the Equality Act 2010, possible reasonable adjustments should be made to the recruitment process for candidates with a disability.
- 13.6 The panel should complete the interview record sheet (Appendix B), assessing candidates. Clear reasons should be recorded as to why a candidate has been successful or rejected. Feedback should be provided to unsuccessful candidates upon request.

14 Records

All documents associated with the recruitment process should be sent to HR to be kept for six months.

15 Pre-employment checks

- 15.1 An offer of appointment will be conditional and all successful candidates will be required to:
- provide proof of eligibility to live and work in the UK;
 - provide proof of identity and national insurance number;
 - complete an enhanced DBS application and receive satisfactory clearance. A risk assessment and a List 99 check will be completed where a DBS has not been received before the start date;
 - prohibition checks for teaching staff;
 - provide actual certificates of qualifications where necessary;

- complete a confidential health questionnaire;
- overseas police check for any individual who within the last five years has lived or worked outside the United Kingdom, whether they are a British citizen or not.

15.2 All checks will be:

- Confirmed in writing;
- Documented and retained on the personnel file;
- Recorded on the school's Single Central Record;
- Followed up if they are unsatisfactory or if there are any discrepancies in the information received.

15.3 Offer of employment in writing is given pending all pre-employment checks are Satisfactory.

16 Induction

16.1 All staff and volunteers will have an Induction programme designed to meet both departmental and organisational needs. All new post holders will be issued with an Induction checklist and will be given appropriate training in safeguarding. Signed Induction checklists will need to be returned to HR.

17 Probationary period

17.1 All new staff are subject to a six-month probationary period. The probationary period is intended to allow the employee to establish themselves in the role, receive appropriate training and to gain the experience necessary to perform the duties for the post.

17.2 During the probationary period the employee's performance should be reviewed at, 3 and 6 months by the line manager. A review form will be completed (Appendix C) and a copy returned to HR.

17.3 The Academy reserves the right to extend the probationary period to a maximum of 3 months but can dismiss the employee on the grounds of poor performance or incapability. Dismissal can occur whether the probationary period is extended or not. The employee will be given notice as stated in the contract of employment.

18 Supply Staff

18.1 Harborne Academy will only use those agencies which operate a Safer Recruitment Policy and supply written confirmation that all relevant checks have been satisfactorily completed. Any information disclosed as part of the DBS check will be treated confidentially.

18.2 Harborne Academy will carry out identity checks when the individual arrives at the Academy.

18.3 Supply staff will be used to cover emergency vacancies and the procedure in 18.1 will be followed.

APPENDIX A

HARBORNE ACADEMY -CANDIDATE SHORTLISTING GRID

Post Title:	Post Reference:	Date of Shortlisting:
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Record your rating on each of the applications: 3 = Fully Meets Criteria 2 = Partially Meets Criteria 1 = Fails to Meet Criteria

Criteria (as listed in Person Specification)		1	2	3	4	5	6	7	8	9	10	11	12
Candidate Number or Initials:													
Experience of working in a school environment (E)													
Microsoft Office – particularly for diary management (E)													
Ability to draft clear and concise draft agendas and minutes (E)													
Willingness to be flexible, adapt working hours (E)													
Communication – verbal and written (E)													
Strong numeracy and literacy skills (E)													
Work under pressure and meet deadlines (E)													
Work on own initiative with minimum supervision (E)													
Work as part of a team (E)													
Able to handle sensitive situations in a confidential and professional manner	(E)												
Administrator /PA qualification – (D)													
Experience of using SIMS – (D)													
Total													

Shortlisting Panel Name: _____

Date: _____

Appendix B

INTERVIEW ASSESSMENT SHEET

Position applied for: _____

Date: _____

Candidate Name: _____

Interview Questions	Grade 0 – 4	Evidence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Total		
Candidates should provide overall “good” evidence to satisfy the essential criteria detailed on the Persons Specification, equating to an overall score of 3 or above		

Panel Member Name	
Signed	
Safer Recruitment Trained?	Yes / No

Guide for Applicant Scoring

4 Very Strong Evidence	3 Good Evidence	2 Some Evidence	1 Weak Evidence	0 No evidence
<ul style="list-style-type: none"> • Described specific situation and skills applied at a high level. • Identified and linked all relevant issues. • Displayed high levels of initiative and/or innovation. • Achieved outcomes of a high standard. 	<ul style="list-style-type: none"> • Described specific situation and skills applied. • Identified and linked most relevant issues • Displayed good level of initiative and/or innovation. • Achieved good, relevant outcomes 	<ul style="list-style-type: none"> • Somewhat described a situation and skills applied. • Identified and linked some relevant issues • Displayed some initiative and/or innovation. • Achieved some relevant outcomes 	<ul style="list-style-type: none"> • Provided few or no specific examples • Identified few or no relevant issues. • Displayed little or no initiative and/or innovation. • Achieved few or no outcomes 	<ul style="list-style-type: none"> • Poor performance with no examples or issues identified

**Appendix C
Harborne Academy New role Review Form – 1 month Review**

Employee's Name		
Job Title		
Start Date		
	Date due	Completed (please tick)
1 Month Meeting		

To be completed by the line manager in discussion with the employee.

	Improvement required	Satisfactory	Good	Excellent
Attendance				
Timekeeping				
Working relationships with colleagues, students, parents				
Competency in role				

If any areas of performance, conduct or attendance require improvement please provide details below.

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Where concerns have been identified, please summarise how these will be addressed during the period of probation

--

Summarise the employee's performance and progress over this period

Have the objectives identified for this period of probation been met

Yes/No

If no what action is required?

--

Review date:

--

Have the training/development needs identified for this probation period been addressed?

Yes/No

Employee's signature:

Line Manager's signature:

Date: