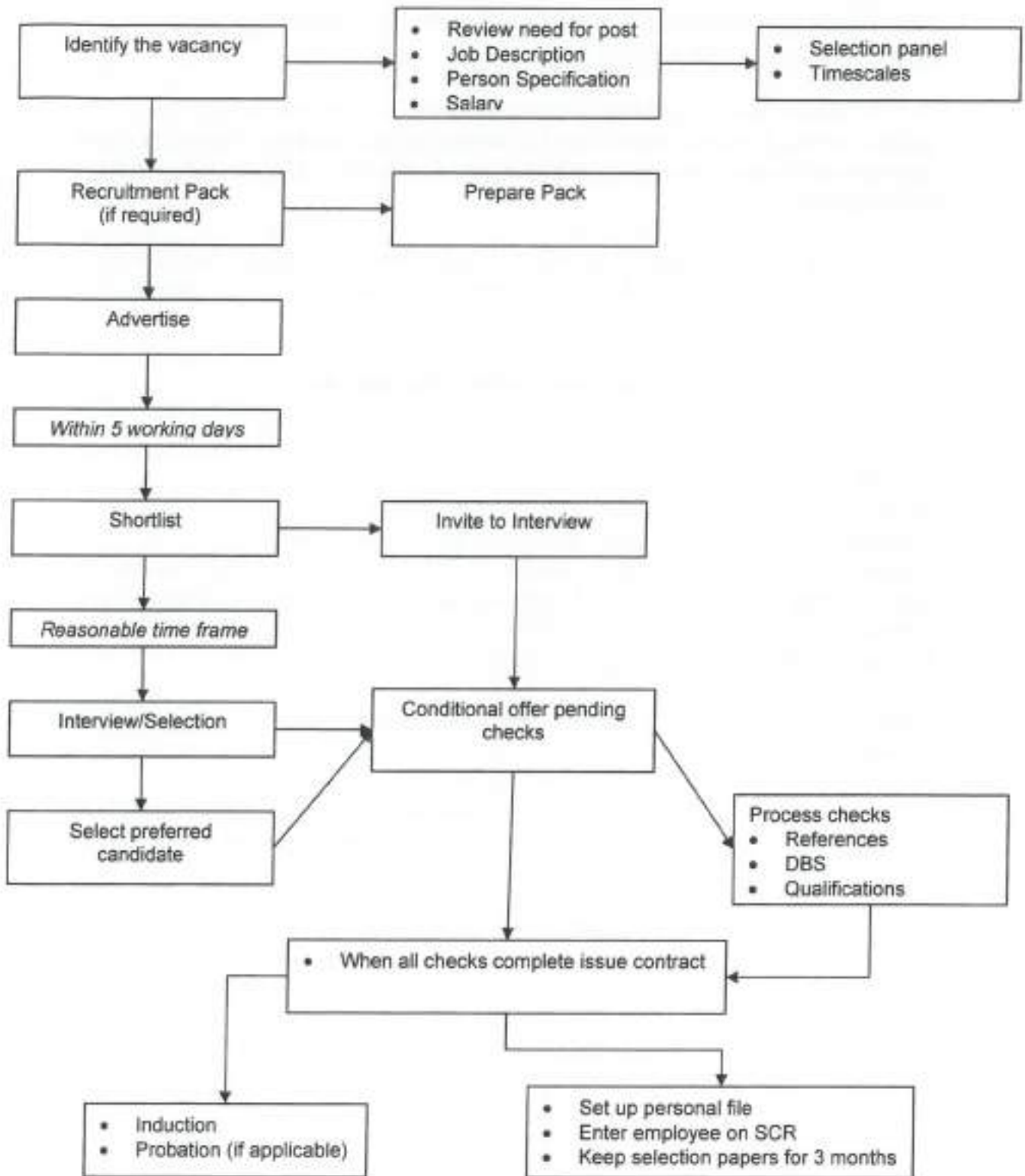


## Appendix B Summary of Recruitment Procedure



## Appendix C(i) Job Descriptions

The Job Description should define the purpose, the scope and the principal duties and responsibilities of the role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The job description should also include a safe recruitment statement  
***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

For new support staff posts that do not match the model job descriptions, the school should seek a job evaluation before the recruitment process begins in order to assess the correct grade for the post.

### Job Description Template

<b>Job Title</b>	
<b>Reports to</b>	<i>(the post's line manager)</i>
<b>Responsible for</b>	<i>(any positions this post manages)</i>
<b>Liaison with</b>	<i>(key people the post works with – internal and external)</i>
<b>Job Purpose</b>	<i>(very brief summary of the overall purpose of the job)</i>
<b>Principal Accountabilities</b>	<i>(two or three bullets of the main areas of responsibility/work)</i>
<b>Duties</b>	<i>(list only key tasks. these could be under subheadings)</i>
<b>General</b>	<p><i>(there are some general statements which should be in all job description):</i></p> <ul style="list-style-type: none"> <li>• <i>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</i></li> <li>• <i>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</i></li> <li>• <i>Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</i></li> <li>• <i>The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</i></li> </ul>

## **Appendix C(ii) Person Specification**

The person specification will require careful thought and drafting. It sets out the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. It is a very important document and should be used throughout the recruitment process to develop the advert, shortlisting and selection criteria. There should be no requirements which are not clearly related to duties, there should be no unnecessary conditions or standards, nor use of words which imply a bias of any kind which are not justifiable. Criteria should be job related and ability-based. The person specification should only request genuine and justifiable requirements that give equality of opportunity for all, for example, asking for a specific number of years experience may discriminate against younger applicants.

The skills, qualities, qualifications and knowledge detailed in the person specification will assist the manager to compile the advert, to shortlist and then to interview by providing selection criteria against which candidates skills, etc. can be compared and assessed.

The person specification will enable prospective applicants to assess themselves for the job and provides a benchmark for judging achievements.

The criteria required of the ideal candidate and the format of the person specification may vary, but typically would include:

<b>Experience</b>	the experience required to perform the role outlined in the Job Description, including in relation to working with children.
<b>Qualifications</b>	the qualifications required to undertake the role.
<b>Skills / Knowledge</b>	the competences and qualities that the successful candidate should be able to demonstrate;
<b>Aptitudes</b>	specific requirements of the job, e.g. ability to lift heavy weights, ability to work with specific groups of children.

The person specification should also contain the recruitment and selection policy statement.

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***



## Person Specification Template

General heading	Detail	General Examples	Specific examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	
	Literacy, numeracy and technology	Where required and relative to the responsibility of the position	
<b>Communication</b>	General skills	As per requirement of position	To cover specific examples of scenarios within the role
<b>Working with children</b>	Safeguarding and behaviour management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy and safeguarding requirements
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
<b>Inter-relationships</b>	Working with others	Ability to forge networks/links, internal and external partners	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
<b>Responsibilities</b>	Organisational skills	Requirements of the post	Ability to be proactive and initiate action dependent upon the duties of the position

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

## **Appendix D Resignation Dates**

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

### **Teachers**

The latest resignation dates for teachers are as follows:

- Last day of Christmas/New Year Break up to 31<sup>st</sup> December for Easter release
- Last day of Easter break for release at end of summer term 31<sup>st</sup> August
- Last day of Summer Break up to 31<sup>st</sup> August for release at 31<sup>st</sup> December

Exceptions may apply in cases of ill-health retirement.

### **Support staff**

Support staff must give 2 calendar months' notice up to level 34 level 35 and above will be 3 months, unless advised otherwise.

## **Appendix E Shortlisting**

All application forms should be scrutinised by the interview panel to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete application forms should not be accepted and should be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified should be noted and where the applicant is shortlisted, should be discussed at interview. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the Person Specification without exception or variation. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting should be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting should be arranged within 5 working days of the closing date for the advertisement.

**Appendix F**  
**Model letter Inviting Candidates for Interview (email can also be used as preferred method of contact)**

Dear

**INTERVIEW FOR (POST)**

Following your application for above position, I am pleased to invite you to attend for interview on «Interview» at «Time» at (Name) Academy.

The interview and arrangements are detailed on the attached schedule.

Please let me know whether you will, or will not, be able to attend this interview as soon as possible.

If you have any special requirements in relation to the interview day, please let me know.

Should any difficulty arise please do not hesitate to contact me at the above address.

Yours sincerely



## Appendix G

### Running the Selection Process

The table below outlines exercises that could be used as part of a selection process. Candidate must be informed which of the following will be used in the selection process.

In-tray Exercise	Example pieces of work typical of that which is likely to be found in their in-tray. The exercise will require them to make decisions on responses and priorities.
Personnel Case Study	Scenarios which could include disabilities, misconduct, capability, ill health issues and how they might deal with them.
Presentation	Presentation on a subject relating to a specific issue at the school/academy which will indicate how they might deal with the issue and provide evidence of communication skills.
Budget/Data Analysis	Exercises to test how proficient the candidate is at the management and administration of budgets and analysing critical data.
Interview	Questions covering all aspects of the post to gain evidence using appropriate questioning techniques in a structured format and related to the person specification. Also allowing candidates to ask questions.
Tour/Introductions	A chance for the candidate to look around the school/academy and meet other staff members. An opportunity to meet other members of the Governing Body might be appropriate, and evidence 'social skills'.
Group Discussion	All candidates get together to discuss a given topic and are observed by the Panel. This will give an indication of how they interact as part of a team, leadership skills, persuasive skills etc.

## Appendix H Interviewing

1. The selection process should always include a face-to-face interview even if there is only one candidate. This provides the opportunity to explore any questions that arise from the application. The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children.

A suitable interview room and waiting area should be available taking into account the needs of any disabled applicants.

### 2. **Planning the interview**

If candidates are given the opportunity to visit prior to interview, the panel must decide who will be available to greet candidates. It is advisable to select someone other than the outgoing post holder. It must also be decided whether any information gained about the candidate during this visit will be used as part of the selection process. Candidates should be informed accordingly. Internal candidates should be treated no differently from external candidates.

The format for the day(s) must be decided i.e. whether to have one or two days for the selection - this will be dependant upon the grade of the post. For senior appointments it is possible to use selection tools such as; in-tray exercises, group exercises, presentations, case study, role play, working with pupils, ability tests as well as the interview (see Appendix H for further clarification). Activities and exercises can highlight particular skills and attributes in candidates. Specific exercises can be used to gather information on interpersonal/communication, analytical, decision making and self-management and leadership skills.

The interview panel should meet prior to interview to agree the above and to:

- agree a consensus about the required standard for the job to which they are appointing;
- consider the issues to be explored with each candidate and who on the panel will ask about each of these issues;
- agree their assessment criteria in accordance with the person specification.

### 3. **Involving pupils**

Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing this, for example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils



and a governor or senior member of staff, and/or meet with pupils and staff.

It is important to ensure that candidates are supervised at all times and are never left alone with pupils.

#### **4. Interview Questions**

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post and agree the issues they will explore with each candidate, based on the information provided within the candidate's application. A candidate's response to a question about an issue will determine whether and how it is followed up.

It is acceptable to ask different supplementary questions of candidates based on their application and responses.

Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is best to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

In addition to assessing and evaluating the candidates' ability to perform the duties of the post, the interview should also explore issues relating to safeguarding and promoting the welfare of children including:

- The candidate's attitude toward children and young people
- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.
- His or her ability to support the school's agenda for safeguarding and promoting the welfare of children and understanding of child protection issues
- Previous experience of working with children especially the age group relevant to the job

Other issues that should be covered include:

- gaps in the candidate's employment history and a satisfactory explanation sought
- reasons for any history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work.
- Other concerns or discrepancies arising from the information provided by the candidate

- The panel should also ask the candidate if they wish to declare anything in light of the requirement of an enhanced DBS disclosure.

## **5. At interview**

On arrival a member of the interviewing panel or an appropriate member of staff must verify any documents the candidate has provided are original and take a photocopy. For the successful candidate these should be retained in the personal file and recorded on the school's single central record of recruitment vetting checks.

For unsuccessful candidates this will be kept with the recruitment paperwork for 3 months, before being destroyed.

During the interview the chair of the interviewing panel should explain:

- the interview structure, including the fact that the panel will be making notes during the process
- provide important details of the post, including number of hours per week, weeks per year (if this is a support staff post) and salary details.
- when the candidate can ask questions
- close the interview and explain the next stage i.e. when the candidate will be notified of whether they have been successful.

The chair will also be responsible for overseeing the discussion in the decision-making process to ensure that only relevant, justified points are considered and that these are supported by evidence.

It is important to keep the interviews to time. Interviews invariably take longer than expected so it is important to allow sufficient time for each candidate. Extended interviews are often counter-productive for both the candidate and the panel.

It should be remembered that applicants are entitled to have access to all interview notes made (about themselves) which must be retained as part of the record of the interview. It is important therefore to avoid making personal comments on the interview notes. All interview notes must be retained for 3 months, after which they should be destroyed.



## Appendix I Induction

Once an employee commences work it is important to initiate an effective induction process which will mean that new staff are clear about their job and feel secure about what they should be doing. They should be informed about the aims and values of the school and how they can contribute to its mission.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and supported. If their training and development needs are taken into account and they are well supported with clear information they will quickly get 'up to speed' and begin to make a real contribution to the role.

If induction is poorly planned and executed a new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job and the school.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children should be monitored. It is important to ensure that new employees understand and abide by the school's policies and follow guidance given by experienced and senior staff.

It is important to ensure that induction training for all new staff includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. It is also important to ensure the employee has a good understanding of acceptable and appropriate conduct with pupils, and is made aware of the schools confidentiality and code of conduct policies.

For Safeguarding and to promote the welfare of children the induction programme should also include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures,
- Safe practice and the standards for conduct and behaviour expected of staff and pupils in establishment (Code of Conduct);
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

The programme should also include attendance at child protection training appropriate to the person's role.

All new staff should be made aware of the content of all schools policies and procedures and should sign and completion and/or acceptance form during the induction process.