

# **Inspire Partnership Multi Academy Trust**



## **Safer Recruitment and Vetting Policy**

**Policy Review Date – September 2019**

**Date of Next Review – September 2021**

**Personnel Responsible – Chief Operating Officer**

## Recruitment and Vetting Policy

### Contents

Purpose .....	2
Vacancies .....	3
Notification of an Appointment .....	3
Appointing to a vacancy .....	3
Selection Panel .....	4
Other Appointments .....	4
Fixed Term / Temporary Appointments Including Secondments / Acting Up .....	5
Other Recruitment Sources.....	5
Casual Staff: .....	5
Advertising and Attracting Candidates : .....	5
Application Forms .....	6
Closing Dates .....	6
Short-Listing.....	6
Assessment .....	6
Consistent Practices .....	7
Rejecting Candidates .....	7
Declaration of Interest.....	7
Objectives of the Selection Process .....	7
Selection Methods .....	8
Testing.....	9
Decision Making.....	9
Confidentiality .....	9
Enhanced DBS Checks (inc Barred List check if in Regulated Activity) .....	10
Volunteers – DBS requirements.....	10
Supply teachers/Trainee Teachers/MAT Staff & MAT Teaching Staff .....	11
Contractors/ agencies .....	12
Commencement of employment prior to DBS check .....	12
Positive Disclosures.....	13
Single Central Record of Recruitment Vetting Checks .....	14
Right to Work in the UK .....	145
References .....	15
Criminal Convictions .....	15
Medical .....	16
Notification of Results of Selection Process .....	16
Feedback to Candidates .....	16
Review and Monitoring.....	16
Probationary Periods.....	17
Induction .....	17
Appendix 1 – Notification of Appointment.....	17
Policy Statement on the Recruitment of Ex-Offenders.....	17

## **Purpose**

The purpose of this policy is to ensure that all schools within the Inspire Partnership Multi Academy Trust (IPMAT) follow a robust, rigorous and fair process when recruiting staff, which minimises the risk of appointing people who may pose a risk or harm children.

The policy applies to all staff who work in IPMAT, including staff, governors, volunteers and other engaged by the school work with pupils.

## **Vacancies**

A vacancy is an opportunity to identify the needs of the required service and to redefine a post to ensure that these needs can be met more efficiently and effectively. When filling a vacancy, the Headteacher should take account of current school needs, staffing structure and budget available before recruiting to fill a gap left by a departing staff member.

Managers must also give reasonable consideration to making changes to physical conditions, supervision, training or job descriptions which could create better opportunities for people such as those with disabilities, maternity returners, young people, and people with other special needs.

## **Notification of Appointment**

Complete the Trust **Notification of Appointment Form** (Appendix 1) and forward to the HR/Payroll Officer in the central team via collaborate.

## **Appointing to a vacancy**

A Job Description and Person Specification are the key documents in any recruitment and selection process. It is good practice that recruitment and selection is based upon properly drawn up Job Descriptions and Person Specifications. Selectors must therefore use this documentation as an integral part of their procedures.

The Job Description must be clear and reasonably concise and should be a fair representation of the post. It is not necessary or desirable to attempt to produce a highly detailed and definitive description of the post concerned. The Trust would normally match the salary point of any teacher on joining the Academy/School although this is discretionary. Any exception to this must be clearly explained at the advertising stage.

It is recommended that a NINE-POINT plan format for the production of a Person Specification is used. This includes;

1. EXPERIENCE
2. QUALIFICATIONS
3. TRAINING
4. SPECIAL KNOWLEDGE
5. PERSONAL CIRCUMSTANCES
6. DISPOSITION/ATTITUDE
7. PRACTICAL/INTELLECTUAL SKILLS

## 8. PHYSICAL/SENSORY

## 9. EQUALITY

The Person Specification describes the standards and requirements accurately and identifies between the necessary (essential) requirements and those which are desirable for the required role. Never set unnecessary conditions or standards and take particular care when describing experience, qualification and communication requirements. Be aware of the danger of setting standards which may lead, directly or indirectly, to unfair and unlawful discrimination. At all stages in the preparation of Person Specifications, selectors must be mindful of issues which could be construed as unlawfully discriminating.

In addition to experience and competencies, the person specification will reflect the skills, aptitudes and knowledge required to undertake the tasks and responsibilities within the job description. Each person specification will be defined as either:

- Essential
- Desirable

The level of responsibility for safeguarding and the attributes required should be clearly documented.

### **Selection Panel**

The selection panel has a responsibility to appoint the person who best matches the Person Specification.

It must also ensure that all relevant employment legislation and Trust/Academy/School policies are followed and that the selection process is managed in an equitable manner. Each panel should have a Chair acting as an 'appointing officer' who is normally the person responsible for the management of the process as a whole.

It is good practice that any selection panel should have a minimum of two selectors and, recommended as good practice, to have no more than four selectors for all appointments below Senior Management Level. All panels must have at least one member who has had safer recruitment training.

It is good practice that where possible all members of the selection panel are involved in the whole process from the outset of agreeing the Job Description, Person Specification and the method of recruitment, to the short-listing and finally the interviewing and selection. Where this is impractical at least one member of the panel will have had involvement at every stage. All members of the panel need to be familiar with the job description and person specification.

### **Other Appointments**

**Temporary Staff:** Selectors should apply the same high standards of selection to temporary appointments. There must be an assessment made against the Person Specification criteria and a proper selection process should take place.

Selectors must be sure that any existing temporary member of staff is the best person available to fill the job and should take into account legitimate aspirations of other employees and those needing to be redeployed. Public advertising is recommended as the fairest method of attracting applicants and filling vacancies.

## **Other Appointments**

**Fixed Term / Temporary Appointments Including Secondments / Acting Up** : The Fixed Term Employees (Prevention of Less Favourable Treatment) regulations contains certain provisions in relation to temporary employment of individuals. A 'fixed term contract' means a contract of employment that comes to an end.

- Contracts that last for a specified period of time, or
- Contracts that will end when a specified task has been completed, or
- Contracts that will end when a specified event does or does not happen.

Under the regulations an employer must not treat fixed-term employees less favourably than permanent employees doing the same, or largely the same, job unless there is good reason to do so.

Fixed-term employee have the right to:

- the same pay and conditions
- the same or equivalent benefits package
- access to an occupational pension scheme
- be informed about permanent employment opportunities in the organization
- protection against redundancy or dismissal because they are fixed-term

## **Other Recruitment Sources**

**Casual Staff:** It is recommended that recruitment for casual staff include some form of assessment in order to determine suitability for the post. The equality aspects of any such arrangements must be very carefully monitored.

**Employment Agencies:** Employment Agencies can be used for various types of staff. Please contact your HR Advisor for any further guidance in these particular areas.

## **Advertising and Attracting Candidates :**

The aim of recruitment advertising is;

1. To attract the right person for the post.
2. To promote your Academy/School as an interesting and attractive place to work.
3. To project a public image of efficiency and effectiveness.

When choosing external media and preparing advertisements it is important to remember to take into account the Trust's Equality and Diversity Policy and the need to reach disadvantaged groups. Managers should compose advertisements in a way which makes them as attractive as possible to candidates of all ages, sex, ethnic origin, disability etc. Restate your commitment to equality in your advert or information pack.

Adverts must be non-discriminatory and aim to be of a high standard which will help to enhance your Academy/School image but need not always be 'conventional'. Descriptions of jobs must reflect accurately the data set out in the Job Description and the Person Specification and should not be changed.

**Responses:** Applicants should be made clearly aware of the contact point for enquiries by telephone and all application forms sent out must show the closing date and clearly specify the person to whom the form should be returned.

## **Recruitment Information for Candidates**

This information should aim to encourage suitable candidates to apply for the position and should help others to decide for themselves whether completing and returning an application is appropriate (i.e. to self-select). As a minimum, this information should include;

1. A copy of the advertisement.
2. Job Description.
3. Person Specification.
4. Privacy Notice
5. Equal Rights material.

## **Application Forms**

It is essential that application forms should be used for all appointments. CVs should not be accepted for safeguarding reasons. All forms, whether 'complete' or 'incomplete', must be considered by the selectors. The panel must arrange to have a completed application matrix for use in the final selection process.

## **Closing Dates**

Closing dates and response arrangements should be clearly indicated;

- On the advertisement.
- On the application form.
- In any covering letter.

Always ensure that applicants are aware and understand what will happen after their application form is received (e.g. timescale/notification of rejection).

## **Short-Listing**

All members of the selection panel should be equally involved and should contribute to the short-listing process - otherwise selectors have advisory status.

The use of a 'Matrix' system for short-listing will assist recruiters to be objective and systematic when short-listing for vacant posts:-

## **Assessment**

When drawing up a short-list, selectors must assess applicants solely against the Person Specification criteria. Selectors should only ever shortlist candidates who fully meet the essential Person Specification requirements and, from the application form at least, appear to be appointable.

It is good practice to read through all the material presented by candidates. This part of the process can be completed by privately working through your assessment and then sharing your view with other selectors in a group session.

Selectors must draw up their shortlist systematically, measuring candidates' experience and qualities methodically against the Person Specification. The candidates' experience, qualities, qualifications etc must be carefully assessed against the Person Specification and copies of the selectors' assessment placed on file.

Test out only those criteria assessable from a screening of the forms at this stage.

### **Consistent Practices**

- Selection criteria must be applied consistently to all candidates.
- All application forms should be processed in exactly the same way.
- Remember the importance of adopting the same criteria for both internal and external applicants.
- Beware of short-listing 'known' candidates - especially those within the section/workplace - for the sake of 'interview experience' or to meet their 'heightened expectations'.
- Never take account of pressure to shortlist a particular candidates - this can potentially be a discriminatory action which is unlawful.

### **Rejecting Candidates**

All candidates not short-listed should normally be told at this stage, formally and in writing, that they are unsuccessful and from whom they may obtain feedback from. Feedback requests should be concluded in a timely manner.

Where due to anticipated high volumes of applications it may be impractical to contact all applicants who have not been shortlisted, this should be indicated in the initial application information, outlining a timescale by which an applicant should assume they have not been shortlisted.

### **Declaration of Interest**

Any member of a selection panel should make a declaration to the panel if any applicant is a relative or a friend from outside the work environment.

### **Objectives of the Selection Process**

The final selection is not just a test of the candidates, it is also important that interviewers approach the selection process fairly and objectively. An interviewer should have the ability to:-

- Listen, probe, assess and, above all, to be objective and fair.
- Deal with all the candidates equally.
- Deal ONLY with the candidate's ability to carry out the job.
- Determine each candidate's suitability for the job as measured against the Person Specification.
- Maintain the image of the Academy/School as a good employer.
- Select the right person for the job and thus contribute to the effective delivery of services to the Trust/Academy/School and community.

## **Selection Methods**

The role and function of the Chair of the selection process is absolutely crucial to its effective management.

The interview is the most commonly used method of assessing candidates for appointment but there may be some aspects of the job requirements which cannot be tested in interview and for which different forms of assessment are necessary, e.g. presentations, practical activities, specific skills exercises.

Inform candidates by providing to them an outline of the process they will be expected to undertake. Candidates should be advised in any invitation to interview documentation to contact the Academy/School with details of any adjustments they may require to enable them to attend the interview or the selection process.

Be objective and seek to identify each candidate's abilities and potential contribution. Set exactly the same standards for all candidates and assess against these agreed scoring ratings/criteria. Ensure agreed selection criteria are objective and measurable, seeking HR advice if necessary.

Each individual should be assessed according to his/her personal capability to carry out the particular role. It should not be assumed that certain kinds of candidate are more or less able or more or less suitable to perform certain occupations or duties.

Always focus on questions which relate to the specific job and to the requirements set out in the Person Specification.

It is important that selectors are aware of cross-cultural communication issues such as language culture and non-verbal behaviour which may affect candidates from varied backgrounds and/or cultures.

The questions to be asked at the interview should, therefore, be well thought out and decided upon and prepared beforehand. As far as possible, the same questions should be put to all the candidates in order to avoid treating one candidate less favourably than another. Ensure that you do not ask any questions which could be constituted as discriminatory, seeking HR advice in advance if in any doubt.

Question(s) relating to safeguarding and child protection appropriate to the post level and type should be included in every interview.

## **Testing**

Certain occupational tests must only ever be used by trained and qualified administrators. Poorly designed tests may leave the Academy/School open to allegations of unfair procedures and practices where they are not validated against job-related skills and specifically linked to the Person Specification criteria.

The use of psychometric (or personality profile) tests require professional expertise within the selection process and therefore should never be used as a cut-off device to reject candidates.

Seek advice from your HR Advisor where you are intending to apply practical/vocational or other testing techniques to your recruitment process.

## **Decision Making**

Relevant and objective selection criteria should be used, and information accurately recorded from which it should be clear how the final decision was reached. Records will also be useful if the decision is later challenged on the grounds of discrimination.

The final decision must be based on the Job Description and Person Specification, using agreed criteria and defining the standards required to perform the job. Each candidate must be measured against these benchmark requirements.

Selectors must ensure they have sound and accountable reasons why all candidates were not selected at any stage and must take into account all the evidence they have collected. The selection panel should normally unanimously agree their final selection and formally record this.

The selection panel should also record reasons for rejection based on the Person Specification requirements. All selection assessment records should be handed to the Chair of the panel.

## **Confidentiality**

Information obtained within the whole selection process must be treated as confidential. Comments relating to specific candidates' performance must not be revealed outside the process (except, of course, personal feedback to individual candidates).

## **Enhanced DBS Checks (inc Barred List check if in Regulated Activity)**

Enhanced DBS disclosures should be sought for staff and volunteers who are employed by the Trust. A barred list check should be completed in addition for those who undertake 'regulated activity'. 'Regulated Activity' may depend in many cases on whether it is supervised or not. 'Regular' means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period. Regulated Activity for work with children and young people is:

- Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice / guidance on well-being, or driving a vehicle only for children
- Work for a limited range of establishments ('specified places'), with opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers).
- Relevant personal care, for example washing or dressing; or health care by or supervised by a professional, even if done once.

An online DBS applications should be completed by all successful applicants who require a DBS check.

Schools should recheck the DBS and Barred List status of successful internal applicants who secure a new role now involving regulated activity where this has not previously been the case.

The Academy/School will ask staff to conduct an annual self-declaration.

Newly appointed staff that have lived outside the United Kingdom must undergo the same checks as all other staff in schools. This includes a DBS Disclosure. Applicants who have lived outside the UK in the past five years will need to provide evidence of good conduct from the country or countries they were residing in, because the DBS cannot generally trace individuals abroad. If the school recruits an individual from overseas, or an individual who has lived abroad in recent years prior to appointment, and needs to check their overseas criminal record, a DBS check may not provide a complete picture of the criminal record. The applicant must contact the relevant Embassy to obtain a disclosure which should not be dated more than 6 months ago at time of receipt.

### **Volunteers – DBS requirements**

(Refer to the Trust's Volunteer Agreement Guidance)

A similar recruitment process should be used for volunteers, as for employees, including pre-employment checks. Volunteers should be subject to an enhanced DBS check and should not start work prior to receipt of a satisfactory check.

Volunteers in school should not automatically be subject to a Barred List Check checks. A DBS check or Update Service check that includes a Barred List check can

only be requested if the volunteer will have regular unsupervised access to children (see below for a definition).

When determining whether to apply for a DBS check including a Barred List check or check for a volunteer, Headteachers should decide whether the individual will regularly be undertaking regulated activity on an unsupervised basis:

- 'Supervision' must be regular i.e. on-going and day-to-day; and which is reasonable in all circumstances for the purpose of protecting the children concerned; and carried out by an individual who is engaging in regulated activity relating to children and has a DBS disclosure with barred list check.
- The definition of 'regulated activity' is "teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children".
- The definition of 'regular' activity is where a regulated activity is undertaken by the same individual as follows either once a week or more; on four or more days in a 30 day period; at least once, overnight and with the opportunity for face-to-face contact with children.

## **Trainee Teachers**

In the case of trainee teachers and students on placement, if they are employed by the academy/school, they should be subject to the same checks under regulations as other members of staff. Where trainee teachers are fee-funded, the academy/school should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for an academy/school to record details of fee-funded trainees on the SCR.

## **Multi-Academy Trust (MAT) Staff**

Every academy in a MAT needs to maintain an SCR. Where the MAT employs staff who are not assigned to an individual academy, these employees must be recorded on the SCR for the MAT, along with all others employed by the MAT and trustees.

## **MAT teaching staff**

Where teaching staff work in more than one academy across the MAT, they should be recorded on the SCR for one academy. This should be the academy where they spend the most teaching time or the one against which they are recorded for pay and other purposes. For other academies where the member of staff operates, there should be a reference on the SCR to the fact that their record is held at 'XX academy'.

## **Supply teachers**

A DBS check is required for all supply teachers who are engaged directly by the school and those working via an agency.

Schools who engage supply teachers directly are responsible for undertaking all of the required pre-employment checks including the DBS check. Where a supply teacher does no supply work for three months or more a new DBS check should be completed.

Before taking on a member of supply staff provided by a supply agency, the school must obtain written confirmation from the agency that all necessary pre-employment checks have been carried out and are satisfactory. In relation to DBS Disclosures the written notification from the agency must confirm that a relevant DBS check has been requested, whether or not the disclosure has been received and if received whether the disclosure was clear or not. In the instance where a disclosure is not clear, details should be obtained from the agency and the individual as to the reasons for any convictions, reprimands or warnings. The candidate should be requested to provide their DBS certificate and explain any relevant details, where a candidate refuses to do this they should not be used.

If the Trust/Academy/School proceed to engage the individual on a permanent basis a repeat check must be carried out by the Trust/Academy/School. The individual must not undertake any unsupervised work until a satisfactory DBS disclosure has been received.

### **Contractors/ agencies**

Schools must ensure that contractors, agencies providing temporary staff and all those providing services to the school have clear vetting procedures and that evidence is provided to the Academy/School that appropriate checks have been undertaken and are satisfactory in advance of any contractor / agency worker commencing work for the Academy/School. Such procedures should include overseas checks for each country that a worker has lived in. Where possible these procedures should be specifically written into a service level agreement or contract by the Academy/Trust.

### **School Governors**

All governors, in any type of school-maintained, independent, academy or free school, must have an Enhanced DBS certificate. Governors appointed after 1st April 2016 must apply for an Enhanced DBS check within 21 days.

### **Commencement of employment prior to DBS check**

Electronic completion of DBS checks means it is very unlikely that a school will need an employee to start work before it has received the outcome of the check. In rare cases where a DBS check is required and an application has been submitted but is delayed or outstanding, the individual may be allowed to work in school, subject to the Headteacher's discretion and the following requirements:

- The Headteacher has conducted a risk assessment and does not have any concerns regarding a person's background
- The risk assessment includes reviewing the individual's employment history and reasons for any broken work history or career changes and checking all references have been received, are satisfactory and have been checked against the work history records. Advice on carrying out a risk assessment can be sought from HR.
- All other pre-employment checks have been completed.
- The individual is supervised until full DBS clearance has been received.

If the Headteacher has any doubts regarding a person's background, such as broken service, then the risk must be addressed. For example, arrangements may be made for the member of staff to undertake alternative work or to refrain from starting work. It is recommended that the Headteacher seek HR advice for clarification.

Supervision requires the Headteacher to ensure that individuals are not allocated duties that put them in an unsupervised situation with pupils, that they are accompanied when working by a member of staff with DBS clearance, that their whereabouts are known to a senior member of staff when they are not working (e.g. during break times), and that the individual fully understands their personal responsibility not to put themselves in a situation where they are alone with pupils and what to do if this situation arises

A written record should be made and retained when a Headteacher decides it is appropriate to allow an individual to work where a DBS check has been requested but remains outstanding (following a risk assessment by the Headteacher).

## **Positive Disclosures**

A positive disclosure from the Disclosure and Barring Service will indicate that the employee's Disclosure and Barring Check is not clear. The DBS will provide the candidate with details of the convictions, reprimands and warnings, however the Trust/Academy/School will not be provided with this information. The candidate should therefore be asked to share details of the reasons as to why their disclosure is not clear and should be asked to provide their Disclosure Certificate. If the employee is not prepared to explain details of their convictions, reprimands and/or warnings and are not prepared to provide a copy of their disclosure then the likely outcome is that the Trust will not employ the candidate.

Before a decision is reached on whether to offer or confirm employment to an individual, the individual should be offered the opportunity to discuss the contents of the disclosure with the Headteacher. A balanced decision to appoint should be based on:

- whether they are barred from appointment
- whether the conviction is relevant to the position
- the circumstances surrounding the offence, and any explanations provided by the applicant, including any mitigating circumstances –e.g. peer pressure, financial circumstances, lack of judgement.
- the seriousness of the offence
- the length of time since the offence occurred
- whether there is a pattern to the offending behaviour, or whether it was a one-off
- whether the applicant's circumstances have changed e.g. location, friends, partner, education
- the candidates attitude to the conviction, does the individual regret the matter(s)

Further discussion should take place regarding:

- whether the applicant disclosed the conviction(s)/cautions, warnings or reprimands at application or at interview stage
- what level of supervision the will post-holder receive
- whether the post involves responsibility for finance or items of value
- whether the nature of the role allows the applicant to potentially re-offend

The Headteacher will make the overall decision about whether or not to employ the person. HR advice should be sought where necessary. Disclosures which raise child protection issues must be discussed with the school's designated safeguarding lead. Where a decision to appoint is taken the information will be recorded and be stored on the person's file.

If an applicant has made a false declaration on the application form, or anywhere else, about convictions and cautions (or lack of them), this may render the offer of a contract of employment void. HR advice should be sought on how to proceed where this may be the case.

It is an offence for a person who is on the barred list to apply for a role working with children.

It is an offence for an employer to employ a person who is on the barred list.

## **Single Central Record of Recruitment Vetting Checks**

As part of an Ofsted inspection, inspectors check the school's single central record of recruitment checks. It is therefore important that such a record is kept and maintained. A school is expected to have a record of:

- All staff employed to work at the school,
- Staff employed as supply whether employed directly or through an agency.
- Other staff who work in regular contact with children such as volunteers or specialist instructors (including Trust or other Academy/School employees).
- Volunteers
- School Governors/ Trustees

The record must indicate whether or not the following checks have been completed:

- Identity
- Qualifications legally required
- Right to work in the United Kingdom
- Enhanced DBS
- Overseas checks where appropriate
- EEA check
- Teacher and Management prohibition checks
- Childcare Disqualification Disclosure where appropriate

The record should also indicate the date on which each check was completed or the relevant certificate obtained and who carried out the check.

The date of the DBS check should be recorded on the central record of pre-employment checks. The school should place a copy of the email that confirms whether or not the disclosure is clear on the employee's file. If the disclosure was not

clear and a risk assessment was completed, a copy of the risk assessment should be placed in the employee's file.

## **Right to Work in the UK**

It is a criminal offence to employ a person who does not have the right to work in the UK or who do not have the right to undertake the type of work that they are being offered. The Immigration, Asylum and Nationality Act 2006 sets out the law on the prevention of illegal working and requires that employers make basic document checks on every person that they intend to employ.

The UK Borders Agency website provides a comprehensive guidance document for employers which includes lists and images of documents that can be accepted as evidence of an applicant's right to work in the UK, and information on how these should be copied.

## **References**

In line with Keeping Children Safe in Education (2018) statutory guidance, references should be sought on all short-listed candidates, including internal ones, before interview, in order that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

Where the candidate has previously worked with children, references should be sought in relation to this role. Where the candidate is not currently working with children, a reference should be sought from the applicants current (or most recent if not currently working) employer.

Structured questionnaires are recommended to be used alongside the Job/Person Specification material in order to assist referees to provide useful responses. These should contain specific questions and to seek objective and verifiable information rather than subjective information.

If an employer says it is not their policy to provide references, the applicant should be asked to nominate another referee.

Pre-dated references and those addressed 'to whom it may concern' should not be accepted.

The use of references is best restricted to the identification of contra-indicators, in other words, information as to why a particular candidate might not be suitable for appointment. If an appointment is not to be confirmed due to "unsatisfactory" references the panel should ensure that the decision is fair and reasonable and is based on justifiable grounds.

It is not advisable to make offers of employment until satisfactory references have been received.

## **Criminal Convictions**

If the candidate has revealed information about a criminal background the panel must decide whether, in relation the post in question, the nature of their background is sufficiently serious enough to justify non-selection for the post. In the event of the panel

deciding not to select on the grounds of a declared criminal background, advice must be sought from your HR Advisor before any further action is taken.

It is important to note that the possession of a criminal background does not automatically debar an applicant from employment.

The selection panel should be made aware that all information in relation to previous convictions given by applicants must be treated in the strictest confidence. However, the applicant has a right to be informed of the contents of a police report.

Candidates should be made aware that failure to disclose previous offences or pending legal action for posts which are exempt from the Rehabilitation of Offenders Act could lead to the offer of employment being withdrawn or dismissal if the successful candidate has already commenced employment in post.

## **Medical**

Where medical screening takes place, all clinical information is confidential and will not be released to management unless there is a specific need, and the consent of the applicant has been obtained. Systems set up for pre-employment screening, in line with the Equality Act 2010, will protect confidentiality at all times.

## **Notification of Results of Selection Process**

Shortlisted candidates will be informed as quickly as possible about the outcome of the selection process and options concerning salary and terms for the successful candidates(s) confirmed.

Please note that differential terms must be justifiable and any negotiations within normal parameters. The Trust/Academy/School should ensure where different terms and conditions (e.g. salary point) are justified and documented where more than one candidate is appointed.

## **Feedback to Candidates**

All shortlisted candidates must be informed of the outcome of their interview and feedback given to any candidates requesting it honest, constructive and thorough feedback in relation to their application.

To ensure consistency, one member of the interview panel should be designated to give such feedback or, alternatively, the interview panel must reconvene to meet the candidate(s) concerned. There should be an agreed 'message' determined at the end of the selection process final decision.

## **Review and Monitoring**

At the end of each selection process, those responsible should review the decisions made and the procedures used in order to ensure that they are confident that the approach adopted has reflected the Trust's commitment to equal rights and to positive

action. Selectors should be able to justify every decision taken and the process which has been adopted to arrive at their selection.

A note of the reason for rejection for each unsuccessful candidate must be made on the back of the application form. The reasons should relate to a specific area or areas of the Person Specification.

The Recruitment 'master file' must be kept for at least 6 months and should contain key documentation which should include all interviewers' notes.

It is always important to review the whole recruitment and selection process on completion to ensure equality of opportunity has been observed and to set out, for future exercises, more pro-active steps where candidates from under-represented groups may not have applied/or have not performed as expected within the selection process.

### **Probationary Periods**

Applicants should be informed that the post is subject to a probationary period (where relevant). See the Trust's policy on probationary periods.

### **Induction**

A systematic induction programme should be prepared to help the new employee adjust to their new social and working environment and to become effective in their role as soon as possible.

<b>Signature</b> <b>CEO :</b>	
<b>Signature</b> <b>Chair of Trust Board :</b>	
<b>Date :</b>	<b>1<sup>st</sup> October 2019</b>



## Recruitment Process Notification of Appointment

School Name	
Role to be Appointed	
Please confirm if the post is :	
An existing post in the current structure	<input type="checkbox"/>
A new post added to the structure	<input type="checkbox"/>
If a new post, please explain why this post is required and what impact it will have :	
Has this been approved through the LGB Personnel & Finance committee and included in the budget plan	
Y / N	
If No, when will it go to the LGB for approval :-	
Proposed Start Date :	
Proposed contract terms : FT / PT	
If Part Time, please specify hours	

***Please return this form to the HR/Payroll Officer prior to beginning the recruitment process***

## Policy Statement on the Recruitment of Ex-offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), The Trust complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly.

The Trust undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

The Trust can only ask an individual to provide details of convictions and cautions that the academy/school are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended), The academy/school can only ask an individual about convictions and cautions that are not protected.

The Trust is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

The Trust actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. The academy selects all candidates for interview based on their skills, qualifications and experience.

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. All employees at Inspire Partnership Multi Academy Trust are required to have a DBS check. All application forms, and job adverts will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.

The Trust ensures that all those in the academy/school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. The Trust also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, the academy/school ensures that an open and measured discussion takes place on the subject of any offences or other matter disclosed by an individual that might be relevant to the position.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

The Trust undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a provisional offer of employment.

The Trust makes every subject of a criminal record check submitted to DBS aware of the existence of the Code of Practice and makes a copy available on request.

**Having a criminal record will not necessarily bar you from working with us.** This will depend on the nature of the position and the circumstances and background of your offences.