

Stanborough



SAFER RECRUITMENT AND RETENTION

Reviewed by: Personnel Committee

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of SLT:** Tim Braybrook

————— **Grow and Succeed** —————

High Expectations | Mutual Respect | Quality Learning | Success for All

Our policy is set within the school's four principles of:

High Expectations

Quality Learning

Mutual Respect

Success for all

Principles

Our aim of achieving the best learning opportunities for students at Stanborough School is dependent on recruiting and retaining high quality, dedicated specialist staff in all parts of the school organisation. To support this we are committed to safeguarding children and staff and ensuring that we all work collaboratively in a secure and stimulating environment. The school has Investors in People status and is fully committed to the aims and principles involved.

Practice

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;
- ensure that the requirements of the Safeguarding Children and Young People policy are met;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Decisions about recruitment to the school come within a framework provided by the Curriculum and Staffing Plan, the Self Evaluation and Improvement Plan, the Pay Policy and the Procedure for Selection and Appointment of Staff. Procedures are supported by Safer Recruitment Guidelines, school policies for Equal Opportunities and Pay and HCC and Government guidance on personnel matters.

All posts have job descriptions outlining the responsibilities, duties and practices involved and these are reviewed and supported by annual Performance Appraisal Reviews for all staff employed by the school. This process also supports career and training development and is supported by the Staff Continuous Professional Development Policy. This is also closely linked to the retention of good staff, promoting and supporting their development and commitment to the school. An 'open' management communication structure and regular monitoring of staff performance and welfare also aims to prevent any decline in performance standards as well as to anticipate and prevent any tensions or reasons for staff to seek employment elsewhere. Stanborough School is fully committed to staff development and training both within and beyond the school.

1. Identification of Recruiters

The school will maintain a position in which at least one recruiter has successfully received accredited training in safe recruitment procedures.

2. Inviting Applicants

2.1 Advertisements for posts, whether in newspapers, journals or on-line, will include the statement:

"The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory Disclosure and Barring Service (DBS) check."

2.2 Prospective applicants will be supplied, with the following:

- job description and person specification;
- the school's safeguarding and child protection policy;
- the school's recruitment policy (this document);
- the selection procedure for the post;
- an application form.

2.3 All prospective applicants must complete, in full, an application form and supply two referees.

3. Short listing and References

3.1 Short-listing of candidates will be against the person specification for the post.

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

- 3.3** References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- 3.4** Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 3.5** 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.
- 3.6** Referees will always be asked specific questions about:
- 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.
- 3.7** School employees are entitled to see and receive, if requested, copies of their employment references.

4. Secretary of State Prohibition Orders (teaching and management roles)

- 4.1** In all cases where an applicant is to undertake a teaching role of any kind a Prohibition Order check will be made using the Employer Access Online Service. It is anticipated that this will be performed at the shortlisting stage but will in any case be made before any offer of employment is made.
- 4.2** Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.
- 4.3** Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the National College for Teaching and Leadership (NCTL). Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.
- 4.4** A section 128 direction 39 prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A check for a section 128 direction will be carried out using the Teacher Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

5. The Selection Process

- 5.1** 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.
- 5.2** Interviews will always be face-to-face where possible. 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). Only in exceptional circumstances for candidates based overseas without access to a visual electronic link will a telephone interview by itself be used.
- 5.3** 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 check;
 - to demonstrate their capacity to safeguard and protect the welfare of children and young people.

6. Employment Checks

6.1 All successful applicants are required:

- to provide proof of identity;
- to complete a DBS application using HertsGuard and receive satisfactory clearance;
- have a satisfactory certificate of good conduct relating to time spent living outside of the UK, where applicable;
- to pass a prohibition from teaching check;
- to pass a prohibition from management roles (section 128) check where applicable (part of barred list check for those in regulated activity);
- to provide actual certificates of professional qualifications, as deemed appropriate by the school;
- to complete a confidential health questionnaire and be deemed mentally and physically fit to perform the role;
- to provide proof of their right to work in the United Kingdom;
- to complete a childcare disqualification declaration (where applicable).

6.2 Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional status.

All applicants invited to attend an interview at the school will be required to bring their identification documentation such as passport, birth certificate, driving licence etc. with them as proof of identity/eligibility to work in UK in accordance with those set out in the Immigration, Asylum and Nationality Act 2006 and DBS Code of Practice Regulations.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification required for the position and claimed in their application form.

6.3 Fitness to undertake the role

A confidential pre-employment health questionnaire must be completed to verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.

6.4 Individuals who have lived or worked outside the UK

When appointing a UK citizen who has lived overseas or a non UK citizen, a Certificate of Good Conduct must be obtained (where possible) from the embassy of the country the applicant has specified they have spent a significant period of time in. This must happen where the applicant has lived or worked (including studying) in a foreign country for a period of 6 months within the last 5 years.

There are a number of exemptions to this:

- If the applicant is currently employed by the school and has already provided the certificate, which can be used for future appointments providing that there is no break in service.
- Applicants that have spent time overseas as part of Her Majesty Service i.e. Army, Navy, Airforce.
- Applicants that are seeking asylum will be unable to provide such documentation, as contacting the embassy may jeopardise their safety.

If an applicant is unable to provide a Certificate of Good Conduct, evidence must be presented to show that an attempt to obtain a copy has been made.

Any costs incurred for obtaining a Certificate of Good Conduct must be met by the individual and will not be reimbursed.

If an applicant is unable to obtain a Certificate of Good Conduct then a Risk Assessment Form must be completed and signed off which is the responsibility of the Headteacher. All other pre-employment checks must be completed. Keeping Children Safe in Education 2016 states "In addition, schools and colleges must make

any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system". Alternative checks could include references obtained from all employers abroad in the last five years that clarify that there are no disciplinary records in regard of safeguarding and that the previous employer has no concern regarding the potential employee working with children in a safeguarded environment (see paragraph 4.6). If the outcomes of these references are satisfactory then a risk assessment can be considered to progress the employment process and meet statutory guidance.

6.5 Childcare Disqualification Declaration

Where relevant, all applicants must complete a self-declaration form provided by the school in relation to the Childcare Disqualification Regulations 2009. This is to cover circumstances where the individual has a conviction that may result in them being barred from working with children or someone living at the same residential address is barred from working with children. Where a positive declaration is made a waiver must be applied for from Ofsted, and be satisfactorily granted, before the applicant may commence work.

This applies to:

- Early Years Provision - staff who provide any care for a child up to and including reception age. This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- Later years provision (for children under 8) - staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

7. Offer of appointment

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, prohibition checks, childcare disqualification checks and waivers, copies of qualification and proof of identity.

8. Single Central Record

The school must keep a single central record, referred to in the regulations as the register. The single central record must cover all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. Confirmation that these checks have been carried out along with the date the check was undertaken/obtained must be logged on this record for all employees of the school.

9. Induction

- 9.1** The school recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The school will therefore provide ongoing training and support for all staff.
- 9.2** All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices including Child Protection, PREVENT, FGM awareness and online safety.
- 9.3** Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

10. Retention

The school looks to retain good staff in a number of ways. Retaining good staff is seen as a key part of ensuring the quality of teaching and non-teaching remains high in the school.

10.1 The aim of Stanborough's policy on the retention of staff is based upon the principle that all staff have an opportunity to develop their skills and abilities within an environment that values each person as an individual and someone who has a major role to play in the education of our students. We therefore seek, within a range of different policies and how we structure and organise all school activities, to put staff at the centre of our thinking. Our Governing Body reviews all of our policies on an annual basis and receives regular reports on staffing issues. In particular, the Chair of our Personnel Committee writes to staff to thank them when they have made a contribution to school life which goes above and beyond that which might be expected.

10.2 Induction

All staff will receive an induction programme which is tailored to their individual needs as well as ensuring that they learn about and understand Stanborough's vision and ethos and how everyone is expected to behave.

All staff will have a mentor who will be ready to guide them through their initial period of time at the school.

10.3 Continuous Staff Development

All staff will be encouraged to develop their individual skills, based upon the requirements of their role, and also to develop their broader management skills so that they are able to progress throughout their career. There are a number of ways in which this accomplished and these are set out in the Continuous Staff Development Policy.

10.4 Terms and Conditions

Stanborough's policy, agreed when we became an Academy, is to adopt the national Teachers' Pay and Conditions Document and also the Pay and Conditions for Support Staff that were in place on 1 February 2012 because we believe that they offer the best terms for staff. Our policy in this area is kept under review by the Governing Body and the Senior Leadership Team to ensure that any potential changes to the terms for both Teaching and Support Staff are considered and changes made, following consultation with staff, as necessary.

10.5 Appraisal

Stanborough has developed a staff appraisal system which ensures that all staff are managed effectively and fairly. Separate policies are in place for Teaching Staff and Support Staff. These are reviewed by the Governing Body and changes are made as necessary, either as a result of advice from the Department for Education, or the Local Authority, or based upon experience in operating each policy. All changes are made following consultation with staff.

10.6 Equal Opportunities

Our aim, as set out in the Equal Opportunities Policy, is to ensure that every member of staff is treated fairly and on an equal footing in accordance with our legal responsibilities as an employer, but also as a consequence of our desire to be a responsible employer with the overall welfare of staff being of prime importance.

10.7 Health and Attendance

Stanborough has adopted the Department for Education guidance on Health and Attendance, but our policy, in some areas i.e. compassionate and family leave, goes beyond this where we believe it is in the interest of both individual staff members and the school as a whole to do so. Our Health and Attendance Policy is supported in this way by our Family and Carer's Guide (including Maternity Leave, Adoption Leave and Carer's Leave) and the Leave of Absence Policy.

10.8 Participation in School Life

All staff are encouraged to take part in activities across the school, including school trips, drama, music and sports events and the House system. In addition staff are encouraged to broaden their experience by seeking roles as Year Leaders and similar management responsibilities.

Responsibilities

The Headteacher and Governing Body have overall responsibility for the recruitment and retention of staff. This is regularly and closely monitored at the Personnel Committee and reported to the full Governing Body.

The Headteacher and Deputy Headteachers have responsibility for managing staff and recruitment and retention on a day to day basis and meet weekly to review important issues. These are reported and discussed to the full SLT on a weekly basis.

All staff who lead Performance Appraisal have a responsibility to the school and to their staff in their team to fully promote the Principles of this policy at all times.