Safer Recruitment and Selection Policy and Procedure

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Approved/ Ratified:	Pat Hunt
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Document Version Control Log

Version	Modification Date	Synopsis of Changes

1. Introduction

This policy and procedure has been produced in line with the Safeguarding Children and Safer Recruitment in Education document which came into force on 1 January 2007 and Keeping Children Safe in Education – Statutory Guidance.

This policy refers to and is designed to give effect to the relevant provisions of the following legislation, regulations and guidance (as updated and amended from time to time):

Legislation:

- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) Order 2013 and 2020
- Education Act 2002
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Immigration Asylum and Nationality Act 2006
- Education and Skills Act 2008
- Equality Act 2010 (promoting equal opportunities and eliminating discrimination)
- Data Protection Act 2018

Regulations:

- Disqualification under the Childcare Act 2006 (prevailing version)
- DfE Staffing and Employment: Advice for schools (2021)
- Part 7 of the 'School Teachers' Pay and Conditions Document (Contractual Framework for Teachers)
- Part 3 Keeping Children Safe in Education – Statutory Guidance
- Safer Working Practice for those working with Children and Young People in Education Settings
- DBS Code of Practice
- Home Office Code of Practice on Preventing Illegal Working

References in this policy to a child, children, or young people, are references to persons who are under 18 years of age.

2. Scope

The policy applies to the recruitment and selection of teaching staff including Headteachers, Head of Schools, Deputy and Assistant Headteachers and support staff within the Trust.

The policy also covers checks the schools within the Trust we will undertake when using agency staff and volunteers.

3. Policy Purpose

The purpose of the policy is to ensure (i) equality of opportunity and employment and (ii) safeguarding and promotion of the welfare of all children and young people by creating a culture of safer recruitment. This is achieved by:

- Implementing robust safer recruitment practices
- Identifying and deterring or rejecting applicants
- Responding to concerns about the suitability of applicants during the recruitment process
- Responding to concerns about the suitability applicants during the recruitment process
- Responding to concerns about the suitability of staff and volunteers once they have commenced employment
- Ensuring all new staff and volunteers participate in an induction programme which includes child protection
- Ensuring the recruitment of all staff is conducted in a fair, consistent, effective, and lawful manner and in compliance with relevant legislation.

Those responsible for each stage of the recruitment process must demonstrate a professional approach by offering all applicants (whether internal or external) a fair and open competition, by complying with equalities and employment legislation, and by having in mind, at all times, the concept of safeguarding and promoting the welfare of children and young people.

In line with the Department for Education (DfE) guidance, the paragraph below will be included in all advertisements, recruitment, websites, candidate information packs, job descriptions, and person specifications:

The Lighthouse Multi Academy Trust and Academy Name are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check on the DBS Barred list'

For competency frameworks and induction materials, the following paragraph will be included:

'The Lighthouse Multi Academy Trust and our academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment'

4. Safer Recruitment Training

Safer Recruitment Training was commissioned by the DfE in response to recommendation 16 of the Birchard Inquiry Report (published in June 2004).

Safer recruitment training provides valuable information on a safer school culture, and advice and guidance to strengthen safeguards against employing individuals in schools who are deemed to be a risk to children and young people. The training will help schools to ensure that they have effective recruitment and selection processes in place.

It is a statutory responsibility for at least one member of a selection/interview panel to have completed the appropriate safer recruitment training prior to the start of the recruitment process. The training will cover, as minimum, the content of Keeping Children Safe in Education guidance.

The Lighthouse Multi Academy Trust will provide Safer Recruitment Training through an accredited trainer.

The Lighthouse Multi Academy Trust expects this to be refreshed every **3 years**.

5. The Recruitment Process – volunteer's/ work placements/work experience

The Lighthouse Multi Academy Trust supports volunteers working in our academies as it provides additional support to pupils. All of our academies will follow the Lighthouse Volunteering Policy.

If the individual is deemed suitable the Volunteer application form must be completed. On receipt a DBS check/ID verification and obtain references. The Volunteer will also be asked to sign a code of conduct agreement.

6. The Recruitment Process – Permanent positions

6.1 Structured recruitment process

Adopting a structured recruitment process will:

- Minimise the risk of appointing someone unsuitable
- Ensure the capabilities and conduct of new staff
- Enable the school to 'track' the process and ensure all relevant steps are taken
- Ensure written records of procedures are available for future reference if required
- Ensure consistency in the process

6.2 Defining the need to recruit

When an employee leaves employment, it is important to spend time reviewing their post and to consider whether there is really a need for a 'like for like' replacement or whether other alternatives could be available. Therefore, when a vacancy occurs, considerations will be given to the following key questions:

- What is the purpose of the post?
- Whether the post is still required?
- Whether the post has remained the same or have changing work patterns, organisations or technology, resulted in changes to the role?
- Whether the tasks could be carried out differently e.g. could any additional duties, responsibilities or hours be advertised internally to offer advancement or increased hours to existing staff?
- Whether job sharing is appropriate?
- Whether any review of the role affects salary?
- Whether sufficient funding is available for the post?
- Whether agreement is required from the Lighthouse Trustees to any changes whether the post can be advertised?
- Whether the new post should be permanent or temporary?

6.3 Job Description and Person Specification

If having considered the factors, the decision is to recruit, the next step is to:

- Write a job description or personal specification if it is a new role, or
- Review the existing job description and person specification if it is an existing role and ensure that they accurately reflect the requirements of the job.

Job Description: The job description is a list of the responsibilities and tasks to be undertaken by the post holder. It is an effective way of communicating expectations about standards to employees and to school management to help ensure effective performance in the role. The job description also assists in writing the person specification by identifying the key attributes required to do the job.

For safeguarding purposes, in addition to the list of responsibilities and tasks to be undertaken, the job description will include the post holder's responsibility for promoting and safeguarding the welfare of children and young people who they will be responsible for or come into contact with.

Personal specification: The person specification is essential to the recruitment process as it defines the type of person being sought. It describes the essential and desirable skills, knowledge, qualifications, specific criteria and competencies required to undertake the duties as referred to in the job description and will state how these will be tested and assessed during the selection process. It must also refer to the competencies required for promoting and safeguarding the welfare of children and young people.

The person specification will be used to:

- Inform the advertisement
- Assess applications to shortlist for interview
- Plan interview questions and identify suitable selection tests

6.4 Application form

All applicants are required to complete the application form. The Lighthouse Multi Academy Trust and its academies will not accept copies of CV in place of an application form.

All application forms will be used to obtain a common set of core data from all applicants in a consistent format. This will assist with the process of shortlisting and interviews.

All applications will have a section on Equality and Diversity Monitoring.

Unless stated elsewhere within the information pack, the application will include (where the role involves engaging in regulated activity) a statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

6.4 Other documents

All other information/guidance for applicants that will form part of the recruitment pack will be included.

6.5 Advertising the vacancy

To help decide on the most effective recruitment method, consideration will be given to the nature of the post, the circumstances of the individual academy/The Trust at the time, the type of person required and budgetary applications. All vacancies will be advertised if the school/ the Trust.

The advert will include the following information:

- The name and address of the employer, including the location of the role
- The job title
- Details of the job
- Whether the job is full-time or part-time (and if part-time, the number of hours to be worked)
- Whether the role is permanent, fixed term, temporary, or casual
- If the role is term-time only, state the number of working weeks
- The salary
- A short description of what the school is like to work for
- The closing date
- The interview date, if known

All advertisements will contain the statement on the safeguarding and welfare of children, and that the successful candidate will need to undertake an Enhanced DBS check (including a Barred List Check) if the post has been identified as working in a 'regulated activity'. Where relevant, include the safeguarding responsibilities of the post.

The advert will also include details of whether the post is exempt from The Rehabilitation of Offenders Act 1924 (Exceptions) Order 1975 as amended in 2013, 2020.

The advertisement will reflect the vision of the academy and the Trust, and the type of applicant the school/ Trust is seeking.

6.6 Information pack for applicants

Information provided to applicants on the recruitment portal will include a minimum the following:

- Application form
- Equality and Diversity Monitoring Form
- Job description and Person Specification which will include information setting out the extent of the relationship/contact with children and the degree of responsibility for children that the post holder will have in their position to be filled
- A reference to the Trust/academy safeguarding policy and where this can be accessed on the school website
- Any other relevant material to attract applicants
- Data Privacy Notice or a link to where this can be accessed on the school website
- Link to the school website

7. The Selection Process

7.1 Shortlisting applicants

All applications will be treated confidentially and only circulated to those individuals involved in the recruitment process e.g. selection/interview panel.

At least two people will carry out the shortlisting, ideally to ensure consistency, the shortlisting panel will be the same as the interview panel which may contain more members than the shortlisting panel. Therefore, it is important to ensure their availability when setting out the recruitment process timelines. At least one member of the panel must have completed the safer recruitment training which will as a minimum cover the content of Keeping Children Safe in Education Guidance. Considerations will also be given to ensure that the panel members reflect the diverse nature of the school community and have a clear understanding of the Trust and school's commitment to equality and inclusion in the recruitment process.

The selection panel will go through the applications received in response to the advertisement and select applicants who most closely meet the selection criteria set out in the person specification and notify the candidates who they wish to invite to the interview stage of the selection process. Only the information provided on the application form and any supporting statement will be used for selecting applicants.

Prior knowledge of applicants will not be a factor in the selection process. Where an applicant is known personally to a member of the selection panel, this must be declared before shortlisting takes place. It may then be necessary to change the panel to ensure there is no conflict of interest and that equal opportunities are adhered to.

Keeping Children Safe in Education introduced a new consideration when detailing the process around shortlisted candidates. The Lighthouse Multi Academy Trust and our academies will carry out an online/internet search as part of due diligence on the shortlisted candidates. This will be conducted by the Trust Director of Safeguarding and Attendance using the Lighthouse Multi Academy Trust Online Searches template.

Incomplete external applications will not be accepted. Any anomalies, discrepancies on gaps in employment ideally should have been identified and addressed before the shortlisting stage. However, where this has not been possible, and the candidate has been shortlisted, then these will be noted and addressed at the interview stage. In addition, 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, will be explored and verified prior to shortlisting but again, where this has not been possible, as above, it will be explored at the interview stage.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or declare any information that would make them unsuitable for work with children. The purpose of a self- declaration that would make unsuitable to work with children. The purpose of the a self declaration is to give candidates the opportunity to share relevant information and allow this to be openly discussed and considered at interview before the DBS certificate is received.

Where there is a disagreement between the selection panel on the suitability of an applicant, this will be openly discussed, and consensus reached if possible. If not, the panel can take a vote as to whether to shortlist the candidate for interview.

A shortlisting form will be used to score the applicants and record decision. Applicants will be compared with consistency against the person specification criteria which can be evidenced from their application. Reasons for not shortlisting an applicant will be recorded to demonstrate how criteria was not met and that discrimination has not taken place. A consolidated and agreed record of the panel's reasons for selecting or rejecting applicants must be kept on file.

7.2 Pre interview visits

It is recommended, as good practice, for the candidates selected for interview to be given an opportunity to visit the academy/Trust. This needs to be arranged by mutual agreement with the academy/trust. The visit is not part of the selection process but will help candidates assess whether they would wish to take up the post, if offered.

7.3 Interviews

The candidates shortlisted for interview will be sent confirmation in writing, giving adequate notice of the interview date. The interview date will be specified on the job advertisement.

The invite letter will include:

- Date, time and place of the interview.
- Format and duration of the interview and whether any assessments will be involved and what equipment will be made available for the assessment.
- Documents the candidates should bring with them e.g. proof of qualifications, identification, DBS certificates.

The interview panel will meet prior to the interview to agree/confirm:

- Layout of the room
- A suitable holding space before candidates are called for an interview
- Arrangements for escorting candidates to and from the interview room
- Ensuring arrangements are in place for any documents (qualifications, identification etc.) to be verified.
- Who will chair the interview
- What questions will be asked, in what order, and by whom, and weighting to be attached to each criteria.

Questions should clearly relate to criteria in the person specification.

- The panel will agree areas which need to be explored with each candidate based on the information provided in their application
- Any other selection technique(s) to be used to assess experience and competencies identified e.g.
- presentation, tests etc
- Ensuring arrangements are in place if the candidate is to undertake a presentation/test e.g. appropriate
- equipment is available and set-up appropriately
- The timeframe for making a decision
- The arrangements for notifying the candidates of the outcome of the interview
- Who will offer feedback if a candidate requests this, and how will this be given

The panel will avoid asking any questions about the candidate's health prior to making a job offer as the Equality Act 2010 prohibits this unless such questions are necessary to:

- Find out whether a candidate can participate in an assessment to test their suitability for the role
- Establish whether there is a duty to make reasonable adjustments to enable a candidate to take part in the recruitment process

- Establish whether the candidates will be able to carry out functions that are intrinsic to the job concerned
- Establish if the candidate has a disability which may impact on their own ability to carry out any aspect of the role where this is an occupational requirement.

The explanatory notes to the Equality Act 2010 give the example of an applicant who discloses a speech impairment and asks for the adjustment of more time being allowed for the interview.

The explanatory notes also give the example of an applicant who applies for a job in a warehouse that requires manual lifting and handling of heavy items. As manual handling is a function which is intrinsic to the job, the employer may ask the applicant questions about their health to establish whether they are able to do the job (with reasonable adjustments for a disabled applicant, if required).

The interview panel would not be permitted to ask the candidate other health questions until they are offered the job.

On the day of the interview, it is recommended that the panel meet well in advance of the first interview to confirm the necessary arrangements. In addition to the above this may also include:

- Layout of the room
- Arrangements for escorting applicants to and from the interview room
- Ensuring arrangements are in place if the applicant is to undertake a presentation/test, e.g. appropriate equipment is available and set up appropriately.
- Ensuring arrangements are in place for any documents (Identification, qualifications, etc.) to be checked and photocopied

At the interview, the chair of the panel will:

- Welcome the candidate and introduce the panel
- Explain the format of the interview and its duration
- Give a brief outline of the school and the job role

Following this, the panel will put their questions to the candidate. It is advisable to start off with an open and easy question that will help the candidate to relax and feel at ease e.g. to tell you briefly about their career so far or why they have applied for this job and to your school.

During the interview, in addition to assessing and evaluating the candidates suitability for the post, the panel, where appropriate, will also explore:

- The candidate's attitude toward children and young people
- The candidate's motivation to work with children and young people
- The candidate's ability to form and maintain professional boundaries and professional integrity
- The candidate's ability to establish and maintain appropriate relationships and personal boundaries with children and young people
- The candidate's ability to take action to protect children
- The candidate's emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline

- Any gaps in the candidate's employment history with a view to gaining a complete picture of their post-employment history where this has not already been addressed prior to shortlisting
- Any concerns or discrepancies arising from the information provided by the candidate where this has not been already being addressed prior to shortlisting
- Any disclosures made by the candidate or if the candidate wishes to disclose anything, considering the requirement for an enhanced DBS check (with a check of the Barred List) and Childcare Disqualification Requirement check.

The panel members must take notes to assist in making evidenced judgements to support how they have scored each candidate, to assist with feedback should it be requested, and in particular if there is a challenge by an unsuccessful candidate. Under the data protection provisions, candidates can request copies of notes taken at the interview relating to their application. The notes for all the candidates may also be subject to disclosure (albeit in an anonymised format) if legal proceedings are commenced with respect to the recruitment process.

At the end of the interview, the panel will:

- allow candidates to ask any questions they may have
- Explain what will happen next, including the time of the decision or the next stage if there is a second interview
- Thank candidates for attending the interview

When all candidates have been interviewed, the panel will discuss each candidate in relation to the person specification, the application form, the interview performance and any selection test they may have undertaken. The panel will ensure they are objective and fair in selecting the most suitable candidate for the job. This will be through the scoring and weighting of the assessments carried out on each candidate.

7.4 Notifying unsuccessful candidates/providing feedback

It is important to advise candidates who have been unsuccessful as promptly and courteously as possible.

It is good practice to provide feedback where requested. Constructive feedback informs candidates of their strengths and development needs and enables them to learn from the process. It should encourage skills/experience/technique gaps to be addressed and assist candidates with any future applications for employment.

Feedback must be factual and objective, and explain where the candidate did or did not meet the requirements in the person specification and the key points which influenced the final decision not to appoint them.

Feedback should be given by a member of the interview panel and can be given by telephone discussion, in writing or (for internal candidates), in person at a meeting.

8. Conditional offer of Employment (Pre-employment Checks)

A verbal offer can be made by the selection panel.

Any offer of employment made to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of the following pre-employment checks and references

- **Reference checks:** Receipt of at least two satisfactory professional references
- **ID Checks:** Verification of the candidate's identity
- **Medical Health Checks:** Verification of the candidate's mental health and physical fitness to carry out their work and responsibilities
- **Qualification Checks:** Verification of any qualifications required for the post (if not verified at the interview)
- **Right to Work in the UK Checks:** Verification of the candidate's right to work in the UK
- **DBS Checks:** A satisfactory Enhanced DBS Check: with a Barred List check for those who will be engaging regulated activity
- **Barred List Checks:** A separate Barred List check if the candidate will start work in regulated activity before the DBS certificate is available where all other checks have been completed
- **Professional Status Checks:** Verification of professional status where required e.g. Registration with the Teaching Agency, QTS Status (unless properly exempted)
- **Statutory Induction Periods:** For teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999)
- **(For Applicants who have lived or worked outside the UK, make any further checks the school considers appropriate). For teachers, Teacher Sanctions or Restrictions Checks**: This would include a check for information about any teacher sanction or restriction that a European Economic Area (EEA) professional regulating authority has imposed. Other checks can include overseas criminal records checks if applicable
- **Teacher Prohibition Order Checks:** For posts required to undertake "teaching work" check to establish that the candidate is not subject to a prohibition order or interim prohibition order issued by the Secretary of State, or any sanction or restriction imposed (that remains current) by the General Teaching Council for England before its abolition in March 2012
- **Section 128 Direction Checks:** Independent schools, including academies are free schools must check that a candidate taking up a management position, is not subject to a Section 128 direction made by the Secretary of State
- **Disqualification Checks**: Check that the candidate is not disqualified from working with children who have not attained the age of 8, under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

All checks will be:

- Confirmed in writing and recorded
- Documented and retained on the personnel file in an appropriate format
- Recorded and held centrally in the form of a Single Central Record of checks as required by Keeping Children Safe in Education guidance and
- Followed up where there are unsatisfactory or where there are discrepancies in the information provided

9. Single Central Record and Pre-employment Checks

The School Staffing (England) Regulations 2009 require that schools must maintain a Single Central Record (SCR) of the pre-employment checks which have been undertaken. This is documented and maintained through an XL Spreadsheet.

The Single Central Record must cover all staff, including teacher trainees on salaried routes, agency and third party supply staff, contractors and those who work as part of the Lighthouse Multi Academy Trust and the members and trustees of the Trust.

The checks, as set out below, is the minimum information that must be recorded on the Single Central Record in respect of staff members (including teacher trainees on salaried routes). The record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check
- Qualifications check
- Right to work in the UK check
- An enhanced DBS check
- Barred list check
- Further checks on candidates who have lived or worked outside of the UK: this would include recording checks for the European Economic Area (EEA) teacher sanctions and restrictions
- Teacher Prohibition Order Check
- Section 128 check for management positions including Governors and Trustees (Independent schools, academies and free schools)

For supply staff, school administrators are responsible for creating and updating the agency worker's SCR record, including their full name, date of birth, role within the school, start date, date of written confirmation received, and DBS certificate information. In line with best practice, vetting document supplied by the agency must be attached to each record.

Whilst there is no statutory duty to include details of any other checks undertaken on the SCR, schools are free to record any other information they deem relevant. For example, checks for childcare disqualification, volunteers, governors and safeguarding and safer recruitment training dates.

All our academies will also record the name of the person who carried out each check.

The Lighthouse Multi Academy Trust will have access to each academy to Single Central Record but will be maintained separately at each academy and shared without delay, to those entitled to inspect that information, including Ofsted inspectors.

10. Keeping Records

10.1 Data Protection

Under the UK General Data Protection Regulation (UK GDPR) personal data may only be kept (in a form that permits identification of the individual) for no longer than is necessary for the purpose for which it was processed.

10.2 Unsuccessful applications

Copies of all job applications and notes relating to shortlisting and interview decisions will be retained for six months to account for the possibility of a legal challenge from an unsuccessful candidate. These documents must not be destroyed until the case is resolved. They must be held in compliance with the UK GDPR

10.3 Successful applications

The application form and the interview/assessment notes should be filed in the employee's personnel file when appointed.

10.4 Pre-employment checks

Copies of the documents used to verify the successful candidate's identity, right to work in the UK and required qualifications will be kept on the personnel file and in compliance with the UK GDPR.

DBS Certificates are sent direct to the candidate. Certificate information (date of disclosure, type of disclosure, unique number issued by the DBS, name of subject, position in question and the recruitment decision taken) must be recorded.

The Lighthouse Multi Academy Trust and/or the academy are not required to keep copies of DBS Certificates to fulfil the duty of maintaining the Single Central Record (SCR).

The certificate information will be sufficient to enter onto the SCR. A copy of the certificate should not be made or retained by the school.

11. Post-appointment Induction

11.1 Purpose of the Induction

An induction programme should be in place for all new members of staff and specifically tailored to their needs.

The purpose of an induction is to:

- Provide training and information about the academy and Trust policies and procedures
- Support new members of staff in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct expected of staff within the academy and the Lighthouse Multi Academy Trust
- Provide opportunities for the new member of staff to discuss any issues or concerns about their role and responsibilities
- Enable the new staff member's line manager or mentor to recognise any concerns or issues about their ability or suitability at the outset and address them immediately. For support staff, these issues will be identified and addressed during the probationary period.

11.2 What to include in an induction programme

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, but as far as safeguarding and promoting the welfare of children is concerned, the induction programme will include information about:

- Policies and procedures in relation to safeguarding and promoting the welfare of children and young people e.g. child protection, anti-bullying,, positive handling, intimate care, online safety and acceptable use and any local child protection and safeguarding procedures including Guidance for Safer Working Practice for those working with Children and Young People in Education Settings. All staff will have sight of this guidance. All academies must ensure that staff sign to say that they have received, read and understood the guidance
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment
- Other relevant personnel procedures e.g. code of conduct, disciplinary, grievance, capability, sickness absence/attendance, whistleblowing, dealing with allegations or concerns raised against teachers and other staff etc.

The induction programme will also include attendance at a Lighthouse Multi Academy Trust Safeguarding update. These sessions are run throughout the academic year, and detailed in the safeguarding training schedule.

12. Maintaining a Safer Culture at the Lighthouse Multi Academy Trust

The need for a continued awareness of safeguarding issues is crucial. It is important that all staff in the school have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. It is also important that staff, pupils and parents feel confident that they can raise issues/concerns about the safety and welfare of children and young people, and that they will be listened to and taken seriously. This can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- A clear written Code of Conduct policy, including the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all
- Appropriate induction and training
- Regular briefings and discussions of relevant issues
- Provision of relevant material from the framework for PSHE in the curriculum
- A clear reporting system if a pupil, member of staff or another person has concerns about the safety of children and young people

13. Monitoring of the Recruitment Process

Regular monitoring and evaluation of the recruitment process will be carried out to assess its effectiveness and the impact on recruitment and retention, equality and diversity and to allow for future recruitment practices to be better informed.

Appendix 1:Types of Questions Recommended for Interview

1. **Warm-up questions:** allow the candidate to relax and to feel confident before the more serious questions, e.g. did you have a good journey? Do not score these questions
2. **Open questions:** allow the candidate to expand on experiences e.g tell us briefly about your career to date? Tell us about your experiences and maintain acheivements as a manager? Give us an example when you have managed budgets? There needs to be clarity and consistency as to how these questions will be scored
3. **Probing questions –** provide a follow up to an open question, to assess the candidate on the selection criteria e.g., when, where, how, why, what? 'Why do you think that happened? What do you think caused that?
4. **Summarising and reflecting questions:**: Confirm your understanding of the candidate's response where appropriate. Summaries on progress will help to ensure that both parties cover the points they wish to and understand what has so far been covered. It also helps to keep the discussion relevant and to the point.
5. **Neutral questions:** for equalities purposes neutral questions about ability to fulfil job requirements. For example, 'the job requires you to work a rota of two evenings off two evenings on. Are you able to fulfil this requirement? Rather than 'I see you have two children, who will look after them?

Questions to be avoided:

1. **Closed Questions:** These only allow for a 'yes' or 'no' e.g Do you enjoy your present job? But it should be expanded upon with probing questions.
2. Leading Questions: These suggest the answer that you want to hear e.g: I am sure you agree that managing staff can be frustrating and times? But can at times be useful to open up topics that you are keen to explore.
3. Multiple Questions: These tend to confuse and complicate issues that are probably best kept separate. For example ' do you think that we are making progress'. If so where do you think we are succeeding, and it not what do you think we should be doing about it?

Also avoid asking questions about the following:

- Marital status/ occupation of spouse
- Financial status/number of children, family intentions or childcare arrangements
- Ethnic or natural backgrounds (except where a specific requirement of the post)
- Trade union activities (not be confused with a candidate joining a union)
- Political beliefs
- Religious beliefs
- Health related questions unless it is to establish whether the applicant will be able to carry out a function that is intrinsic to the job

Appendix 2: Additional Guidance on Managing Interviews in the Context of Safeguarding

1. **Introduction**

Effective interviewing is a skill that needs to be developed through training. It is a requirement that at least one member of the recruiting panel has attended the Safer Recruitment Training.

Your aim should be to ensure the interview is fair and to reach an agreed view on the candidate.

No personal feelings or assumptions should inform the interview or any decisions that are made afterwards.

The following courses are available:

Safer Recruitment in Education:

Safer Recruitment in Education has been developed to introduce you to safeguarding during the recruitment process in schools and trusts, enabling you to make sound employment decisions and ensure that children and young people in your school or trust are safeguarded from harm. This course is appropriate for anyone that works as part of the recruitment process or manages training and development of employees and volunteers. The course is split into sections of content which will teach you about the principles of safer recruitment, the recruitment process, vetting processes and checks, and continuous safeguarding.

Safer Recruitment in Education Refresher:

This is a three-year refresher. This course is appropriate for anyone that works as part of the recruitment process or manages training and development of employees and volunteers. The course is split into sections of content which will teach you about the principles of safer recruitment, the recruitment process, vetting processes and checks, and continuous safeguarding.

2. Things to avoid at interviews

The success of a safer recruitment process is dependent on the Trust's recognition and consequent rejection of potentially unsuitable applicants before or at the interview.

The recruitment process should guard against the most common errors. These include:

- Focussing solely on academic qualifications/practical skills. This approach will fail to identify unsuitable behaviours
- Appointing the 'best of a bad lot' (though this may be difficult to avoid when the field of applicants is poor)- remember that you do not have to appoint if you consider that none of the applicants are suitable
- Appointing 'because there is no one else'
- Talking rather than listening – talking too much about the job and not questioning and listening effectively
- Failing to study the application form and job description, and personal specification: this may result in an under- or over-qualified employee

- Keeping a closed mind: having an image of exactly the qualities required and not considering any other qualities may result in missing someone special who might enhance the team
- Missing vital information; staying so rigidly to the questions and failing to probe or even notice any passing comment, the candidate may result in failing to find what the candidate is really like
- Not allowing the candidate to ask questions; the type of questions a candidate asks indicates the criteria they want from the job.
- No putting all the information relating to the candidate together; comparing the assessment forms, interview answers, test results, etc. This is more reliable than using only part of the information available.
- Accepting a short and undetailed answer and moving on; probe and ask further questions if required.
- Avoid asking questions about a candidate's health as the Equality Act forbids employers from asking job applicants health related questions, unless it is for the specified reasons stated under the Act.

Appendix 3: Pre-employment Checks

The below guidance is reflected current recommended practice.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

1. **References**

The offer of employment will be subject to receipt of at least two satisfactory references. The school should always ask for written information about previous employment history and check that the information is not contradictory or incomplete.

The purpose of seeking references is to allow employers to obtain factual information to support appointment decisions.

When to seek references:

Keeping Children Safe in Education guidance states that schools and academy trusts should obtain references prior to interview, because this allows any concerns raised to be explored further with the referee and taken up the candidate at interview.

When requesting references, The Trust/ school should:

- Providing a copy of the job description and person specification for the post;
- Not accept open references e.g. to whom it may concern;
- Not rely on applicants to obtain their own reference;
- Ensure at least one reference is from the candidate's current employer and has been completed by a senior person with appropriate authority (if the referee is a school, the reference should be confirmed by the Headteacher/Principal as accurate in respect to disciplinary investigations and relevant capability concerns)
- Obtain verifications of the individual's most recent relevant period of employment where the applicant is not currently employed
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference from their current employer
- Establish the reason for the candidate leaving their current most recent post
- Ensure electronic references originate from a legitimate source
- Always verify any information with the person who provided the reference
- Contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- Consider the suitability of the alternative referee(s) for no previous employment history or only one previous employer

- Ensure receipt of at least two satisfactory references
- For teaching and leadership appointments, ensure references are requested from the Headteacher if the candidate is currently working in a school. If the appointment is for a headteacher, the reference must be requested from the Chair of Governors. For all other employments, references must be either from the candidate's line manager or another person more senior to them within the organisation with authority from the organisation to provide a reference. A work colleague will not be a suitable referee.

Scrutiny of References:

Either the recruitment panel or its delegation have the responsibility for scrutinising references. This will include checking that the information is complete and consistent with information already provided by the candidate, either in their application form or during the interview stage. (The shortlisting panel may be a delegation of members from the full recruitment panel and if references are reviewed at the shortlisting stage, this review must be fed back to the full recruitment panel).

Where there is doubt about the appropriateness of a referee, a designate of the recruitment panel must seek further information from the candidate to clarify any doubt.

Medical information:

Under the Equality Act 2010 is unlawful for employers to ask job applicants health-related questions before an offer of employment is made unless it is for specified reasons stated under the Act.

To avoid any claims from unsuccessful candidates for not being selected on health grounds, medical information should only be viewed after an offer of employment is made. This can be problematic with are requests and reviewed prior to the final selection of an applicant, as references sometimes contain information relating to the applicant's absence record and medical conditions that might have affected their employment.

If references are requested and reviewed prior to shortlisting or final selection, it is recommended that someone independent of the recruitment panel scrutinise them to remove any reference to medical conditions or absenteeism that might relate to a medical condition before the panel views them.

Safeguarding Allegations:

Schools should ensure the information provided in references confirms whether the referee is satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold, but should not include information about safeguarding concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

A recruitment panel should seek HR advice if they are in receipt of references that include information relating to safeguarding allegations. When a school requests references before an offer of employment is made, it must ensure that pre-employment references are received for all shortlisted candidates.

ID Checks

Identification checking guidelines can be found on the GOV.UK website. ID checks should be made against all names by which the candidate is or has been known.

Medical Health Checks

Anyone appointed to a post involving regular contact with children or young people must be mentally and physically fit. It is a statutory responsibility for employers to satisfy themselves that candidates have the appropriate level of mental and physical fitness prior to confirming an offer of employment.

Assessing a person's ability to carry out the duties of a job can be an important selection tool. Pre-employment medical checks should be seen as a way of:

- Screening candidates in, not screening them out
- Identifying any risks to the prospective employees, colleagues or clients
- Identifying any support needed by the prospective employee to do the job effectively
- Identifying any disability issues and the requirement for reasonable adjustments
- Identifying any potential attendance problems
- Providing a baseline of health for future reference

Schools should ensure that their pre-employment questionnaires are designed to capture specific features of the job, e.g., driving to work, working at heights, manual handling, food handling, etc, so that their occupational health service can take account of these factors in their assessment.

Where driving for work is a feature of the job, schools must also ensure that the candidate meets the DVLA requirements (e.g., holds a valid driving licence for the correct category of vehicle) check for any restrictions that may be indicated. Categories of vehicles and restriction codes can be found on the gov.uk website. It is recommended that the prospective employee is not allowed to drive for work until they have been declared fit by occupational health as part of their pre-employment health check.

Qualification Checks

Candidates must be required to provide proof of their qualifications by producing documentation at the interview (relevant certificates or a letter of confirmation from the awarding body/ institution). Where the candidate is unable to provide the original documentation, they must provide a properly certified copy.

Right to Work in the UK

Schools must ensure that any prospective employee has the right to work in the UK. If a school fails to carry out the necessary checks or if the checks are not properly carried out which results in the school employing a person who does not have the right to work in the UK, the school can,

depending on the circumstances, face a civil penalty (fine) (Home Office Code of Practice on Preventing Illegal Working – February 2024), for each illegal worker. Additionally, if the school knowingly employs a person who does not have the right to work in the UK, it may face criminal prosecution.

For advice and guidance on matters to be aware of when carrying out this check, including the type of documents that may be accepted for this check, please refer to the GOV.UK website and also to the employer guidance on the GOV.UK website. For information about the sponsor licence and sponsoring migrant workers, please refer to the GOV.UK website.

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) Order 2013, also referred to as the Exceptions Order 1975 (2013 and 2020)

Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, applicants applying to work with vulnerable groups were required to declare all spent and unspent convictions. The amendments to this legislation now provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and will therefore not appear on a DBS Certificate, and cannot be considered when making decisions about a person's employment.

An **adult** conviction (over the age of 18 at the time of the offence) will be removed from a DBS Certificate if:

- 11 years have elapsed since the date of conviction; and
- It is the person's only offence, and
- It did not result in a custodial sentence

Even then, it will only be removed if it does not appear on the List of offences which will never be removed from a DBS Certificate. If a person has more than one offence, then details of all their convictions will always be included.

An adult caution will be removed after 6 years have elapsed since the date of the caution and if it does not appear on the list of offences relevant to safeguarding.

For those under the age of 18 at the time of the offence:

The same rules apply as for adult convictions, except that the elapsed time period 5.5 years

The same rules apply for adult cautions except that the elapsed period is 2 years.

Employers can only ask applicants to provide details of convictions and cautions that the employer is legally entitled to know. If an employer takes into account a conviction or caution that is not disclosed on the DBS Certificate, they will be acting unlawfully under the legislation.

Only shortlisted candidates should be asked to complete a self-declaration form of their criminal record or information that might make them unsuitable to work with children. This information should not be requested in the application form to decide who should be shortlisted. A self-declaration is subject to the Ministry of Justice guidance on the disclosure of criminal records.

The purpose of a self-declaration is to give candidates the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received. Revealed disclosures may require the school to undertake a risk assessment process if appropriate.

Candidates should be asked to sign a declaration confirming that the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign the hard copy of the declaration form at the point of interview.

The Ministry of Justice and DBS advise that employers use the following statement and question:

"The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website."

"Do you have any convictions or cautions (excluding youth cautions, reprimands, or warnings) that are not 'protected' as defined by the Ministry of Justice?"

Disclosures and Barring Service (DBS) Check and Regulated Activity

For persons employed to work in 'regulated activity', an enhanced DBS check, which includes a Barred List check, will be required.

A person will be engaging in regulated activity in the following circumstances:

Category A

- Teaching, training, instructing, caring for, or supervising children if the person is unsupervised or
- Providing advice or guidance on physical, emotional, or educational well-being, or
- Driving vehicles only for children

Category B

- Work undertaken for schools and colleges (known as specified places) which provides an opportunity for contact with children, but not including work undertaken by supervised volunteers

Category C

- Work which involves relevant personal care, which includes helping a child with eating and drinking for reasons of illness or disability, or in connection with toileting, washing, bathing, and dressing for reasons of age, illness, or disability, or
- Work which involves health care provided by or provided under the supervision of a health care professional; health care means care for children provided by, or under the direction or supervision of a regulated health care professional.

Work undertaken in either Category A/or Category B above is a regulated activity if:

- It is carried out frequently by the same person or
- The person carrying out the activity does so at any time on more than three days in any period of 30 days or

- For the purposes of the work referred to in Category A above (apart from driving a vehicle only for children), it is also satisfied if it is done at any time between 2 am and 6 am and it gives the person the opportunity to have face to face contact with children.

Work undertaken in Category C is deemed to be regulated activity regardless of frequency or whether the person is supervised or not.

In schools, for most appointments, an Enhanced DBS check, which includes a check of the Barred List, will be required as most staff will be engaging in regulated activity.

For all other staff who have an opportunity for regular contact with children but who are not engaging in regulated activity, an Enhanced DBS check, which does not include a barred list check, will be appropriate.

With effect from 17 June 2013 the DBS stopped issuing a copy of the DBS Certificate to registered bodies. Consequently, registered bodies are unable to notify the school of the results of a DBS check. Instead, schools need to ask the candidate for sight of their DBS Certificate. Candidates should be made aware of this at the time they are asked to complete a DBS application and they should further be made aware of the consequences if they fail to produce the certificate at the relevant time.

Schools can track the progress of the DBS application and will therefore know when the status is complete. If the candidate fails to provide their DBS Certificate to the school within seven (7) days of the completion date, they should be reminded to bring their DBS Certificate to the school and informed about the implications of failing to do so. Schools should seek immediate advice from The Lighthouse Trust if the individual fails to provide their DBS Certificate.

Schools need to be aware that candidates can now dispute the information which may appear on their DBS Certificate, it is seen by their current or prospective employers. Where this is the case, there may be a delay in the candidate providing the school with their DBS certificate.

Further information about the DBS is available on the GOV.UK website.

Where a school allows an individual to start work in regulated activity before the DBS certificate is available, then they must carry out a risk assessment and ensure that the individual is appropriately supervised and that all other checks, including a separate Barred List check have been completed.

The candidate's offer of employment will remain subject to a satisfactory DBS check until such time when the school has had sight of their DBS Certificate and it is satisfactory to the school.

If the DBS Certificate reveals information that a candidate has not disclosed during the selection process, advice should be sought immediately.

If any conviction information appearing on the DBS Certificate is different from the information supplied by the candidate, they should be asked for an explanation (it may be that the candidate has forgotten or incorrectly remembered information on convictions they have because they occurred a long time ago or the candidate was young when the offences occurred).

Where there is a disclosure present, the school (dependent upon the information which is revealed), in deciding whether to proceed with the appointment, must carry out a risk assessment to make a judgment on whether the candidate poses a risk to or is otherwise considered unsuitable to work with children and young people –If a judgement is reached that the candidate deliberately falsified

the information supplied on the job application, this can be taken into account when considering whether the job offer should be withdrawn.

For further guidance, refer to the flowchart in Part 3 of the prevailing Keeping Children Safe in Education (KCSIE) statutory guidance.

Professional Status Check

Verifications of professional status where required to ensure applicants have achieved the required teaching standards e.g. Registration with the Teaching Agency, QTS status (unless properly exempted)

(For Applicants who have lived or worked outside the UK) Teacher Sanctions or Restrictions

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. In addition schools must make any further checks they consider 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 sanctions or restrictions that an EEA professional regulating authority has imposed (on or after 18th January 2016). Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, school should consider the circumstances that led to the sanction or restriction being imposed when considering a candidate's suitability for employment. With effect from 01 January 2021, professional regulators in the EEA will no longer share information about sanctions being imposed on EEA teachers with the Teaching Regulation Agency (TRA) and the TRA will no longer maintain a list which includes this information.

A letter of professional staffing from the professional regulating authority in the country in which the applicant has worked can be asked for. Advice about the relevant regulatory or professional body, can be obtained from the UK National information Centre for the recognition and evaluation of international qualifications and skills (UK ENIC)

The checks can also include an overseas criminal records check. The Home Office has published guidance on Criminal records checks for overseas applicants - GOV.UK

Secretary of State – Teacher Prohibition Orders (Section 141B Education Act 2002)

Section 141B of the Education Act 2002 provides the Secretary of State with a power to investigate, where an allegation is referred to the Secretary of State, that a person may be guilty of unacceptable professional conduct or conduct which brings the profession into disrepute or has been convicted of a relevant criminal offence. Section 141B (2) of the Education Act 2002 provides that where the Secretary of State finds on investigation that there is a case to answer, the Secretary of State must decide whether to make a prohibition order in respect of that person.

The School Staffing (England) Regulations 2009 require that schools:

- Must check that any person appointed to carry out "teaching work" is not a person who is subject to a prohibition order or interim prohibition order. Teaching work is defined by the Teachers' Disciplinary (England) Regulations 2012 as: "planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils and reporting on the development, progress and attainment of pupils. These activities are not teaching work, if the person carrying out the activity does so [other

than for the purposes of induction] subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision."

- Must record in the Single Central Record whether a check has been made that the person is not subject to a prohibition order or interim prohibition order
- Must obtain confirmation from any supply agency whether a check was made to establish that the person is not subject to a prohibition order or interim prohibition order.

Information on factors relating to decisions leading to the prohibition from the teaching profession is available on the Teacher misconduct: the prohibition of teachers - GOV.UK

Schools can also check the list of persons who have been prohibited from teaching at the Department for Educations (DFE's) Check a teacher's record - GOV.UK. This is a free service available for schools and can be accessed through the DFE Sign-in Portal.

Secretary of State - Section 128 Direction (Section 128 Education And Skills Act 2008)

A section 128 direction 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 board in an independent school, academy or free school that retains or has been delegated any management responsibilities.

A section 128 direction also prohibits a person from holding or continuing to hold office as a governor of a maintained school.

With effect from 01 September 2016, independent schools, including academies and free schools, should check that a person taking up a management position as described above is not subject to a section 128 direction made by the Secretary of State. Individuals taking part in 'management' may include individuals who are members of proprietor bodies (including governors if the governing board is the proprietor body for the school), and such staff positions as follows: headteacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals, such as teachers with additional responsibilities, could be prohibited from 'taking part in management' depends on the facts of each case.

With effect from 01 September 2018 maintained schools should check that a person to be appointed as Governor to their Governing Board is not subject to a section 128 direction made by the Secretary of State.

A check for a section 128 direction can be carried out using the Teacher Service System. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction. It is important when submitting applications for a DBS check with a check of the barred list, that you include on the DBS application form, within (Box 61 – position applied for) 'Child Workforce Management of Independent School'. This allows DBS to confirm if a Section 128 direction has been made.

Please refer to Keeping Children Safe in Education guidance for further information.

Disqualification under the Childcare Act 2006 and The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Schools are prohibited from employing a person who is disqualified under the Regulations from working with children who have not attained the age of 8.

Further information on the staff and settings covered by these Regulations and how schools can prevent knowingly employing a person who is disqualified is available in the DfE's updated guidance: Disqualification under the Childcare Act 2006 - GOV.UK

Checks on Agency and Third Party Staff

Schools and colleges must obtain written confirmation from any agency, or third-party organisation they use, that the organisation has carried out the same checks as the school or college would otherwise on any individual who will be working at the school or college in respect of the enhanced DBS certificate. Schools and colleges must ensure that written notification confirms the certificate has been obtained by either the employment business or another such business. Where the certificate discloses any matter or information of concern, the school or college must obtain a copy of the certificate from the agency. Where the position requires a Barred List check, this must be obtained by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Checks on Trainee/Student Teachers

Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools should obtain written confirmation from the provider that it has carried out all pre appointment checks that the school or college would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.

Checks on Volunteers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers, who on an unsupervised basis, teach or look after children regularly, or provide personal care on a one-off basis in schools will be in regulated activity (as referred to in section 7 above). The

school should obtain an enhanced DBS certificate (to include barred list information) for all volunteers who are new to working in regulated activity.

Schools and colleges may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis e.g. supervised volunteers (see Keeping Children Safe in Education guidance).

The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

• The nature of the work with children

• What the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers

• Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability

• Whether the role is eligible for an enhanced a DBS check.

Details of the risk assessment should be recorded.

Appendix 4: Risk Assessment Form – Commencing Employment without a DBS Check in Place

Name of Employee:		**Position Appointed to:**	
Person Completing This Form:		**Their Position Title:**	

Section 1: Pre-Employment Checks			
Has a new DBS Application been submitted for this individual	Yes	No	This should be completed before the Risk Assessment has started.
Does the individual have a previous DBS Clearance Certificate available	Yes	No	If Yes, please detail the date of the certificate and if it is clear of disclosures.
If the individual is working in Regulated Activity, has an Independent Barred List Check been requested and confirmed as clear	Yes	No	This can be completed via: https://services.signin.education.gov.uk
At the time of the application or subsequently, has the individual made any voluntary disclosures	Yes	No	If Yes, these should be independently risk assessed and an explanation provided.
Does the individual require an Overseas Criminal Record Check to be completed	Yes	No	Please refer to the appendices in the policy for further guidance.
Has a Right to Work been completed?	Yes	No	Please refer to the appendices in the policy for further guidance.
Has the individual filled in an application form for the role, with any gaps or discrepancies being identified and explained in full?	Yes	No	A candidate's full history should be explored in detail, and any gaps clearly explained. You should also probe into the reasons behind any multiple sudden moves in location.
Has the individual left their previous employment, and was the reason for them leaving well established?	Yes	No	Please provide the reason for leaving.
If this role involves Teaching Work has a Secretary of State – Teaching Prohibition Order been completed?	Yes	No	This will only be applicable to candidates entering into teaching work. If N/A please do not complete this question
If this role requires a Section 128 Direction Check has this been completed?	Yes	No	This will only be applicable to some candidates. If N/A please do not complete this question.
Does this post require a check relating to Disqualification Under	Yes	No	This will only be applicable to some candidates working with certain phase

the Childcare Act 2006, and has this been completed?			types/age ranges. If N/A please do not complete this question.
Has a satisfactory pre-employment medical clearance been received?	Yes	No	This can be completed by your Occupational Health Provider
Have the essential qualifications required for this role been verified (such as confirmation of QTS)	Yes	No	Qualifications required for the role should be kept on the personnel file/CPD file and updated as required.
Have two satisfactory references been received back, one of which is from the previous or most recent employer?	Yes	No	References should be request at the time an offer of employment is made, verified and placed on the personnel file.

Section Two: Control Measures and Impact Assessment	
What level and type of access will this postholder have to children and young people if their employment were to commence?	
What type of supervision can be put in place (if any) to ensure that this post holder does not have unsupervised access to children and young people?	
Are there meaningful duties which this post holder can complete which do not require them to have access to children and young people?	
What is the potential impact to the school and to normal service delivery if the post holder does not start work immediately?	
If this post holder does not start work immediately, can their duties be reasonably carried out by another member of staff on an interim basis?	

Section 3: Risk Assessment Decision			
Following the completion of this risk assessment, what level of risk do you consider this individual to pose to the school, the pupils, the staff and the wider community if they were to commence employment without a DBS in place (please highlight the level of risk and then select either one of the below outcomes)	**High Risk**	**Medium Risk**	**Low Risk**

Outcome One:	Following the completion of this risk assessment, it is determined that the above named individual may commence employment with the identified control measures detailed in place. They have been made aware of the safeguarding measures in place in this school. I undertake to personally review this situation and the status of their DBS check at intervals of no less than every two weeks. I have discussed with the individual that their employment continues to be subject to receipt of a satisfactory DBS check.
Outcome Two:	This individual will not start work until such time as the DBS check is completed and received by the school.
Signed by the person completing this form:	
Date Completed:	
Date of Risk Assessment Review:	
Signed By Employee:	
Date:	
Authorised by Headteacher:	
Date of authorisation:	