



THE
NEW GUILD
TRUST

Recruitment and Selection Policy

School:

Non-contractual

Date Adopted:



Recruitment and Selection Policy

For School/Academy Managed Staff and Centrally Employed Teachers

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N.B For the purposes of clarity, references to;

- Governing Body may mean Board of Directors
- Governors may mean Directors and/or Local Academy Representatives (In accordance with the relevant Scheme of Delegation of Authority).

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1. Introduction

1.1 Legislation, Regulations and Statutory Requirements

The School/Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The purpose of this document is to provide a framework for the recruitment and selection of all staff. The policy has been written in line with the principles of Keeping Children Safe in Education and Safer Recruitment practices.

The development, promotion and maintenance of an effective, efficient and fair recruitment and selection policy, is a key function within the commitment to safeguard. It is also fundamental to developing a committed workforce, represented by all sections of the community, including disadvantaged and under-represented groups.

In addition to Safeguarding, Governors and Headteachers/Principals must be aware of the Employment Legislation that affects Recruitment Practices. Further advice on Employment Legislation can be sought from HR.

Fair recruitment and selection should be clear, transparent and consistent, to enable scrutiny if necessary. Failure to uphold such a process could result in the School/Academy being subject to legal action at an Employment Tribunal.

It is unlawful to have arrangements for recruiting and selecting employees which discriminate directly or indirectly or show an intention to discriminate unlawfully against particular groups of people. There is an unlimited compensatory arrangement for any successful discrimination claims.

1.2 Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Before beginning employment at the School/Academy an individual will be asked to complete an online Enhanced DBS application. New starters must have a DBS in place prior to starting. Where this isn't possible and there is an exceptional circumstance for a new starter commencing prior to receiving a DBS please contact HR for further advice.

When the DBS has been processed the School/Academy will view the certificate on the DBS system and can view if there is any information regarding any cautions/convictions/binders. The suitability for employment of a person with a positive DBS disclosure will vary, depending on the nature of the job and the details and circumstances of the cautions/convictions/binders. If a positive DBS is received then the Headteacher/Principal must decide whether the individual can be cleared for appointment or whether further investigations are needed. For further details please contact HR who will direct you to the guidance for managers when receiving positive DBS disclosures.

It is not possible to accept a DBS that has been cleared under another authority / organisation as they are not transferable. Any employee who has had a break in service will need to complete a new DBS form.

However, if an employee has signed up to the Update Service an online check can be completed using the employee's current DBS certificate information. For further advice please contact HR.

The details of the DBS Disclosure need to be recorded on the Single Central Record.

HR are available to assist with any queries regarding DBS Disclosures.

2. Recruitment

The following provides details of all stages in the recruitment process and can be followed using the 'Recruitment and Selection Flow Chart' contained in **Appendix 1** of this document.

2.1 Reviewing the Need for Recruitment

Reviewing the need to recruit to a vacancy should be the collaborative role of the Governing Body, Headteacher/Principal and appropriate staff members (e.g. Head of Department, Line Manager).

When a vacancy occurs, careful consideration should be given to the need to fill the post. Adequate staffing levels need to be maintained to ensure service delivery does not suffer. However, it may be possible to use this as an opportunity to restructure or redistribute the workload to reflect the changing needs of the School/Academy.

In cases where it is not proposed to fill the vacancy but to restructure, it will be necessary to consult with staff and trade unions or professional associations. Ultimately, the decision to amend a school staffing structure will be taken by the relevant Governors Committee (for example the personnel committee) based upon the recommendation of the Headteacher/Principal. Advice should be sought from HR regarding this process.

2.2 Role of Planning

The role of planning for effective recruitment and selection is paramount, particularly in light of the additional time required to undertake the necessary checks on applications received. Therefore, it is strongly advised that the following aspects are considered, prior to advertisement;

- Who will be involved in the process and their role / responsibilities
- Decide on the requirements for the post – qualifications, skills, experience, etc (this will inform the Person Specification)
- Decide which advertising medium to utilise (**see Section 2.4 'Advertising'**)
- Formulate an Action Plan;
 - Identify key dates for when advertising will be required
 - Identify who will be included on the interview panel and which interviewer is preferably trained in safer recruitment (if applicable)
 - Closing date for applications
 - Shortlisting, interview and test dates

2.3 Job Descriptions and Person Specifications

Job descriptions and person specifications are vital documents within the recruitment and selection process. They identify what is required and the role and key responsibilities of the postholder for the effective running of the School/Academy. They also inform the wording of the advertisement and help to attract candidates. The person specification is integral to the short-listing and interview process and the job description integral to the interview questions. It is therefore imperative that they accurately reflect the duties and responsibilities and the skills and experience of the postholder. An inaccurate job description or person specification can result in poor appointments and increased recruitment costs.

The job description is an outline of the main responsibilities of the post. Many Support Staff posts will have a generic job profile available on The Cloud. Wherever appropriate, this

should be utilised. However, there may be occasions where a very specific post is needed where a job description is not available within the generic selection. For this purpose, LA maintained Schools will need to contact the Pay and Rewards team at the Local Authority for job evaluation purposes and Academies should contact the School's Business Management Team. An appropriate grade will then be identified. Teaching colleagues do not have generic job descriptions, therefore it is important for Headteachers/Principals to liaise closely with appropriate colleagues to ensure that the job descriptions reflect the roles and responsibilities required of the postholder. Whether the post is Teaching or Support Staff, all job descriptions should clearly state the postholder's responsibility for promoting and safeguarding the welfare of children and young people that they may be responsible for and/or come into contact with.

A person specification should be formulated from a job description (**see Appendix 2**) for suggested format). This should identify appropriate qualifications, skills, abilities, experience and knowledge which the successful candidate needs to possess in order to undertake the requirements of the role. The person specification should be utilised to short-list candidates, and therefore thought should also be given as to how the factors that cannot be identified in an application form can be demonstrated through the selection methods. Specifically with regard to safeguarding, the following statement should be included;

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

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours;
- Attitudes to use of authority and maintaining discipline

The job description and person specification should be included in the Recruitment Information Pack (see Section 2.5).

2.4 Advertising

2.4.1 How to Advertise

All advertisements, whether internal or external, should state the School/Academy's commitment to safeguarding and promoting the welfare of children and young people. There should also be a reference to the requirement for new appointments to undertake an Enhanced DBS Disclosure.

For those Schools/Academies that buy resourcing, the specified pro-forma (**see Appendix 3**) should be completed and sent to recruitment@stoke.gov.uk for maintained schools and externalbusinesspayroll@stoke.gov.uk for Academies. Vacancies will appear on the City Council website. The Headteacher/Principal may wish to advertise a post internally for employees within their particular School/Academy. At the very minimum the job vacancy must be advertised on the School/Academy notice board.

External advertisements may be placed in a variety of publications/websites. The School may wish to compose their own adverts or alternatively City Council advertising agents provide an advisory service on the drafting of advertisements, choice of media, format, layout etc and handle relationships with the press. Further guidance and advice on advertising can be obtained from HR.

Recruitment via word of mouth, direct approach, unsolicited applications etc, is likely to be discriminatory and is contrary to the School/Academy policies and good employment practice. This form of recruitment could also lead to claims of indirect discrimination from potential applicants.

2.4.2 Wording of Adverts

All advertisements, whether internal or external, should state the School/Academy commitment to safeguarding and promoting the welfare of children and young people for example; 'The School is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the DBS.

The advert needs to be attractive to suitable candidates, but also be informative enough to discourage those that may not be suitable for the post. It is advisable to prepare Recruitment Information Packs in advance of the advert appearance.

The advert should not indicate or imply any form of discrimination, except where a Genuine Occupational Qualification or Requirement applies. When composing the advertisement, consideration should be given to all aspects of the discrimination legislation (disability, sex, race, religion or belief, sexual orientation, age). Further guidance may be sought from HR.

In very limited circumstances, discrimination on grounds of a Genuine Occupational Qualification or Requirement may be lawful. An example of a Genuine Occupational Qualification or Requirement, would be the advertisement for a practising Catholic Headteacher for a Catholic Primary School, as it would be the Headteacher who delivers and leads on religious education within the School. It would be discriminatory, however, to advertise for a practising Catholic Office Manager in a Catholic Primary School, as the administrative staff would not deliver religious education. Further guidance can be sought from HR.

2.4.3 Time Constraints

A closing date for applications should work in line with the advert deadline and appearance date. It is preferable to allow two weeks between advert appearance and the closing date. Time should be planned following the closing date for the shortlisting and interviewing of candidates, it is good practice to include dates for interview within the advert.

2.5 Recruitment Information Pack

The Recruitment Information Pack should contain the following items,

- Covering letter (**See Appendix 4**)
- Job Description and Person Specification
- Application Form
- Relevant additional information (e.g. information about the School, or the City etc.)

The covering letter should detail: information regarding potential interview dates, if unsuccessful applications will be responded to, contact details for informal discussion, return address and closing date (which should be no later than 5pm on the date specified). Decisions to accept late applications will rest with the School/Academy, but under no circumstances should applications be accepted after short listing has taken place.

Please ensure that you are using the most recent version of the application form, for those schools that buy resourcing please email recruitment@stoke.gov.uk for maintained schools and externalbusinesspayroll@stoke.gov.uk for Academies

Curriculum Vitae (CVs) should not be accepted under any circumstances. To accept CVs would be contrary to the fair recruitment and selection and safer recruitment policy and principles.

It is the responsibility of the recruiting manager to ensure that each section has been completed fully (see Section 3.1 Shortlisting). In addition, the application form also informs that references will be requested for all short-listed candidates prior to interview. Further checks for Teaching applicants include; DfES number and confirmation of Qualified Teacher Status (QTS) Requests, for support staff applicants; any relevant qualifications associated to the post.

3. Selection

3.1 Shortlisting

Once the closing date has expired and applications have been received, the short-listing process may take place.

The short-listing panel should be the same panel which is involved with the interviews and where possible consist of 3 people, it is best practice for schools/academies to have at least one panel member safer recruitment trained. For maintained schools it is a requirement that at least one panel member be trained. Each panel member should be familiar with the job requirements. They should be provided with all documentation in relation to the post, for example, the candidate application form, job description, person specification and copy of advert.

At this stage, as a safeguarding measure, it is imperative that an individual's employment history is scrutinised to ensure that there are no discrepancies or gaps in employment. Further investigation into repeated changes of employment or any unusual patterns or occurrences should be made and verified.

The pro-forma contained in **Appendix 5** should be used to short list candidates. Job related criteria should be numbered so that it corresponds with the numbers on the pro-forma. The short listing panel can then indicate whether, based on the information within the application form, the candidate meets each criterion. This allows for clear, objective feedback to be provided to unsuccessful candidates and it also is an important part of the recording aspect of the recruitment process. Application forms from all candidates and any interview notes, should be retained for a minimum of six months following an appointment.

Only shortlisted candidates should be asked to disclose relevant criminal history. For an example of a self-disclosure that can be sent to shortlisted candidates please see Appendix 6.

As part of the shortlisting process, an online check should be carried out for all short-listed candidates. This is a general online search of publicly available information for shortlisted candidates only. Only information which is relevant to an individual's suitability to work with children should be considered. Confirmation that the online check has been carried out must be recorded on your Single Central Record.

3.2 References

It is essential, in accordance with safeguarding and good recruitment practice, for the applicant to provide at least two referees – one of which must be the present or most recent employer (if now unemployed). If an applicant is not currently working with children, an additional reference should be sought from the employer that has previously employed them in a role that involved working with children.

Recruiters should not accept any testimonials or open references provided by candidates.

By seeking references, the recruiter is able to ask the referee specific questions in line with the job description, person specification and other relevant information. It is suggested that

reference forms (**see Appendix 7**) are used to help gain as much valuable information about the candidate as possible. A covering letter template is provided for convenience (**see Appendix 8**).

References should be sought prior to interview wherever possible so that any issues or concerns can be discussed with the candidate at interview.

Should a reference contain information regarding previous disciplinary offences or action, or any allegations made against the applicant, these should be considered contextually. Clearly if the issues are not concluded or repeat offences have occurred, these should be treated with caution. Further support and guidance can be obtained from HR.

Under GDPR guidelines organisations need explicit consent from the individual in order to release disciplinary, absence management and performance records. This applies to both providing and requesting a reference. For convenience a template to request consent is provided (**see Appendix 11**).

If consent is not provided further advice must be sought from HR.

3.3 Tests and Selection Methods

A decision should be on which selection/testing methods will be used at an early stage. Some examples that may be considered are listed below;

- Classroom observation, presentation, data analysis, case studies, presentation, in-tray exercises, observation, computer based exercise, student panel.

If any method is to be used in addition to interview, the candidates should be advised in their invitation to interview letter. Full information should be offered to the candidates regarding which method will be used and any additional relevant information e.g. there will be a requirement to prepare a parent newsletter using Microsoft Publisher. If there is a requirement for candidates to offer a presentation, they must be informed of the context, how long they will be given to present and any equipment that is available to assist them.

Selection/testing methods should be applied fairly, consistently and transparently to all short-listed candidates.

3.4 Interview

3.4.1 The Interview Schedule and Letters of Invite

The Interview Schedule should be formulated in advance of the invitation letters.

The invite to interview should be sent in a timely manner, i.e. preferably allowing at least five working days between receipt and interview date. If this is not achievable, it is suggested that contact be made by telephone which may then be confirmed with an invitation letter. A template of the invite letter can be found at **appendix 9**.

3.4.2 Involvement of Pupils / Students

The involvement of pupils and students in the selection process should be carefully managed. Consideration needs to be given, as to how such information would inform the decision making process, when appointment is made.

3.4.3 Interview Questions

These should be formulated in line with the selection criteria. A list of generic questions should be formulated i.e. questions that will be asked of every candidate, although dependant on their answer, a different line of probing may take place so that no candidate is treated less favourably. Questions that are unrelated to the role, e.g. asking if a person is married, are inappropriate and could be discriminatory.

The style of questioning should be refined, so as to encourage a full response. Therefore, interviewers should ask 'open' questions for example How, Where, Why, What, Who questions. The object of questioning is to assess an individual's suitability for the post, namely whether they meet the selection criteria and can provide examples of this. The use of scenario style questioning can also be helpful.

3.4.4 The Test

The recruiter should ensure that appropriate locations and/or equipment are available for any selection/testing methods. The candidate should be alerted to what is available to them and time restrictions. If the test involves use of IT, ensure that the equipment is fully functioning and that the candidate cannot access any part of the system that is not appropriate. Should the testing method not involve the interview panel's presence, provision must be made for a person to collect the candidates, instruct, time the test and despatch once completed.

3.4.5 The Interview Panel

Consideration must be given to the size of the panel in relation to the nature of the post. In normal circumstances the interview panel should consist of no fewer than two persons where possible 3 people, preferably one who is safer recruitment trained. To ensure fairness and consistency, the panel should consist of the same people throughout the recruitment process.

The panel must ensure that there is no conflict of interest and are required to declare whether they are related in any way to the applicants at the earliest stage of the process, if this occurs the panel member will need to withdraw from the recruitment and selection process to ensure fairness.

3.4.6 The Interview

The panel should meet prior to the interview to establish roles, including deciding who will offer feedback to all candidates. It is also necessary to decide how any selection / testing will be assessed and how these results will relate to the interview outcome. Consideration of scoring thresholds should also be given.

The Interview Assessment Sheet (**see Appendix 10**) should list;

- Criteria against which the question (s) is being formulated
- Question resulting from each criterion
- Suggested essential factors to be included in the answer for each question

The Interview Panel Chair should welcome and introduce themselves to the candidate and explain the process/structure of the interview. Candidates should also be offered the possibility of asking their own questions.

Any self-disclosures made on the application form can be discussed at the interview stage.

Each panel member should make an assessment on the interview Assessment Sheet in relation to each of the selection criteria. Listed below is a suggested marking scheme:-

- 6 = Excellent
- 5 = Good
- 4 = Satisfactory
- 3 = Less than satisfactory
- 2 = Poor
- 1 = Very poor

Marks should then be compared, and a common mark agreed by the Panel, by way of discussion and reference to the interview notes. Do not average out differences in marks. Agreement must be reached by all panel members. Selection testing assessments should be considered at this point.

The panel should identify the successful candidate through their interview score and results from any relevant tests or classroom observations. If the panel conclude that there are no successful candidates in this recruitment cycle, the School may wish to re-advertise the post.

3.5 Appointment

3.5.1 Offers of Appointment

The Chair of the Interview Panel should offer the successful candidate the post, making it clear that the offer is conditional subject to receipt of satisfactory, DBS, references and medical clearances and a successfully completed probationary period where appropriate.

Upon acceptance, the appropriate appointment form should be completed and sent to HR so that they may formally issue the offer of appointment. Verbal offers and acceptances constitute legally binding agreements.

3.5.2 Unsuccessful Candidates

It is recommended that unsuccessful candidates are contacted as soon as possible by a member of the panel. Constructive feedback should be offered, but it may be that a more convenient time needs to be arranged to allow this to happen.

3.6 Mandatory Checks

The following checks should be made prior to appointment. References should have also been sought as detailed in 3.2.

3.6.1 ID Checks

Prior to any offer of employment, the prospective employer should satisfy themselves that the person is who they claim to be. Candidates should therefore have brought with them proof of identity. Ideally, one item of evidence should be of a photographic form which details the individual's address i.e. Photocard driving licence or a passport. Contact HR for a full list of which documents may be accepted and what to do if no photographic evidence is available.

If a worker is provided by a third party, e.g. a recruitment agency, the ID checks above will also apply.

Original documents only should be seen – a photocopy will not suffice and should not be accepted.

3.6.2 Qualifications

Candidates should provide evidence of their qualifications when they arrive for interview. Examples of evidence would be; certificates, diplomas or a letter from the awarding institution.

If original documentation is not available, a certified copy should be obtained by the candidate. No other copies should be accepted. For Headteachers and Teachers, proof of QTS, NPQH, progression to UPS and DfES number should also be obtained.

Copies of qualifications and registrations should be kept on the employee's personal file in accordance with safeguarding recommendations. These details should not be utilised for any other purpose than that for which they have been required, in line with GDPR.

3.6.3 Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS)

All Teachers must hold Qualified Teacher Status (QTS)

For Teachers who have obtained QTS after 7th May 1999, verification should be obtained that the statutory induction period has been successfully completed.

As part of the recruitment process the School/Academy should obtain verification that Teachers hold Qualified Teacher Status.

In exceptional circumstances, the School/Academy may consider employing an unqualified Teacher / Instructor, whilst attempting to recruit a qualified Teacher. This is not recommended and should be avoided wherever possible.

3.6.4 Asylum and Immigration Checks – Eligibility to Work in the UK

Employers must ask candidates for proof of eligibility to work within the UK. If there are any doubts regarding a person's eligibility, contact HR for further advice. Checks of eligibility to work in the UK should be recorded on the Single Central Record. For full information on what ID can be accepted to prove eligibility to work in the UK please visit <https://www.gov.uk/government/publications/right-to-work-checks-employers-guide>.

3.6.5 Applicants who have lived/worked overseas

For most EU, EEA and Swiss citizens, you will need to [check their right to work online](#) using a share code and their date of birth. Full guidance can be found here: [Prove your right to work: EU, EEA and Swiss citizens - GOV.UK \(www.gov.uk\)](#)

Overseas Trained Teachers, as stated in the Education (Specified Work and Registration) (England) Regulations 2003, may work as an Unqualified Teacher in a School (not a PRU) for up to four years, provided they have completed professional teacher training recognised by an appropriate competent authority in that country. Following the four year period, the individual must have obtained QTS.

In addition to a DBS, if any candidate has worked or been resident overseas for longer than three months, within the previous five years, including UK citizens who have worked or lived overseas, there is a requirement for them to apply for a 'Certificate of Good Character'.

The employee will carry out this check in line with Home Office and DBS guidance. Details of this process can be accessed via:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

3.6.6 Medical Clearance

Medical clearance must be sought in respect of all appointments. This should be carried out immediately upon offer of the position, such offer being conditional upon medical clearance. HR will issue the appropriate forms with the offer of employment.

Medical clearance through the Occupational Health Unit will be required for casual staff and therefore will need to fill in a medical questionnaire, which will be referred to Occupational Health if appropriate.

Please note: the above process does not contravene the Equality Act 2010. Those individuals whom are considered to have an illness, condition or disability that has a long term effect on their ability to carry out normal daily activities may be covered by the Equality Act 2010 and should not be treated any less favourably. Therefore, if an individual has a condition, advice should be sought from HR regarding reasonable adjustments that may need to be made to an individual's work place, e.g. Access to Work assessment, additional risk assessments, equipment requirements, consideration of working routine, etc.

3.6.7 Single Central Record of Recruitment and Vetting Checks

Schools/Academies should keep and maintain a Single Central Record of Recruitment and Vetting Checks. This should record all staff who are employed to work at the School/Academy, all staff that are employed as supply staff, volunteers, governors who work as volunteers and people who are not staff members but provide teaching or instruction. In addition, contractors, PFI and sub-contractors and work experience will also be subject to enhanced DBS's.

3.6.8 Online Checks

As part of the shortlisting process the Trust carries out an online search as part of the due diligence process in line with recommendations from KCSIE 2022 (Keeping Children Safe In Education). This will help identify any incidents or issues that have happened and are publicly available online that may be a concern to posing a risk of an applicant to working with children. Such incidents or issues will be explored with the applicant during the interview.

4. Final Steps and Considerations

4.1 Induction

An induction programme should be provided for all staff and volunteers newly appointed to the School, regardless of their previous experience. At its most basic level, the programme should cover;

- Code of Conduct
- Health and Safety
- Fire Muster Points
- Domestic Information
- Union/Professional Association information
- Policies and Procedures – including, Disciplinary and Grievance, Supporting Attendance, Respect at Work, Capability, Whistleblowing and Confidential Reporting, Safeguarding Children and Safer Recruitment, Physical Intervention, Internet Usage etc.
- Safe practice and the standards of conduct and behaviour expected of staff and students/pupils within School
- Attendance at child protection training appropriate to the person's role should also be arranged.

4.2 Evaluation of recruitment and selection methods

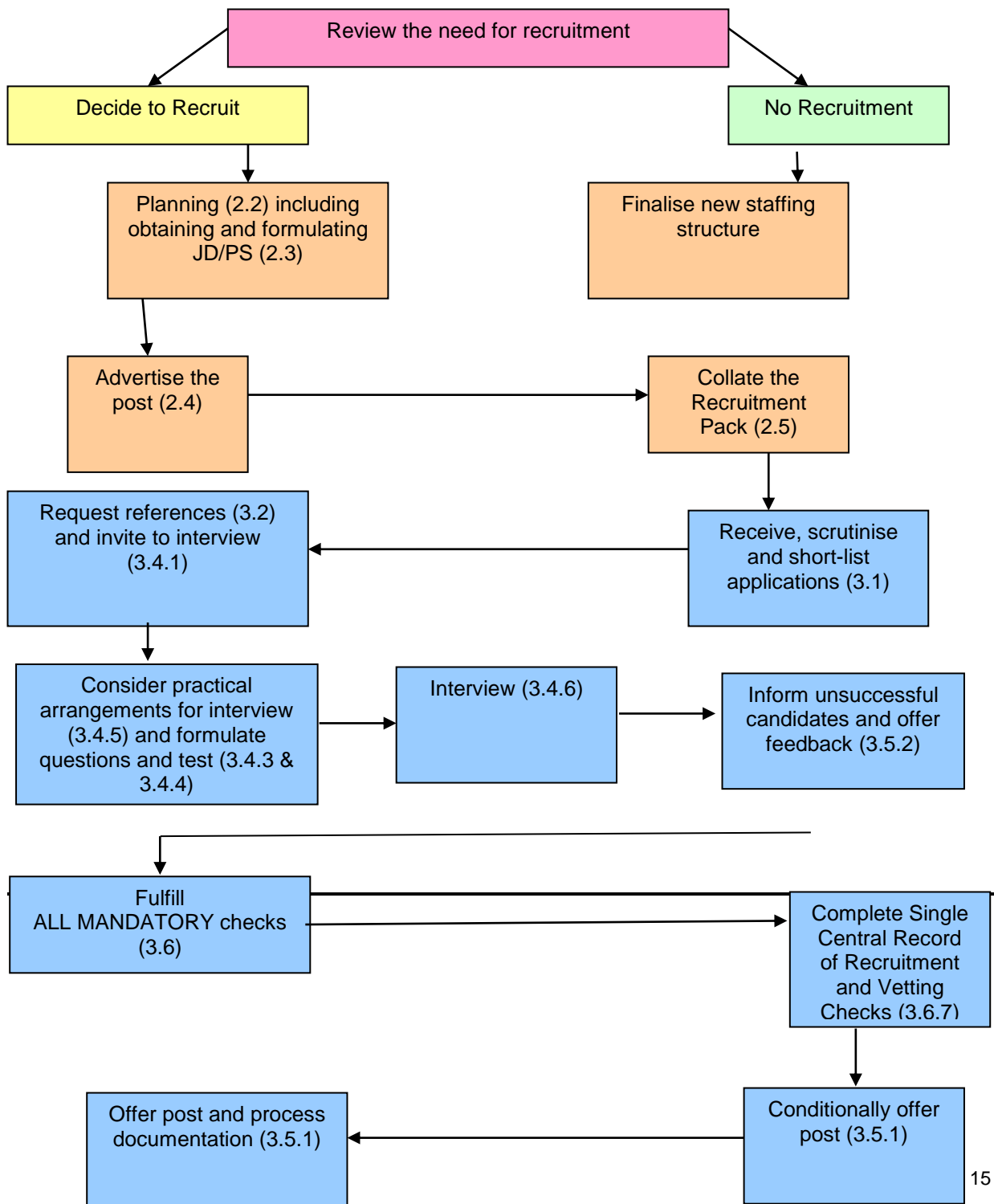
On completion those involved should review each stage of the process to identify successes and to consider constructive suggestions for the continuous improvement of the process for future recruitment.

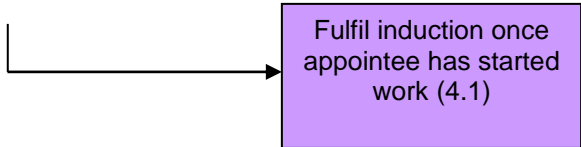
5. Process for complaints

Any complaints about the recruitment and selection process should be sent to the School/Academy.

APPENDIX 1

Recruitment and Selection Flow Chart





APPENDIX 2

Job Description

Job Title:

Directorate:

Section:

Grade

Job Purpose

Key Duties / Responsibilities

Person Specification

Section:

Minimum Essential Requirements - Evidenced by: a: application form b: test c: interview

	a	b	c
	✓		
	✓		✓
	✓		✓
	✓		✓

APPENDIX 3

STANDARD ADVERT REQUEST FORM – SCHOOLS/ACADEMIES

SCHOOL DETAILS	
Name of Recruiting Manager:	
Recruiting Manager Contact Number:	
School Name:	
Please provide DFE number:	
Please select the type of school you fall under:	<input type="checkbox"/> Academy <input type="checkbox"/> LA Stoke <input type="checkbox"/> LA Staffordshire <input type="checkbox"/> Catholic <input type="checkbox"/> Foundation <input type="checkbox"/> Trust
If you are part of a Federation/Trust, please specify the name:	
Address Line 1:	
Address Line 2:	
Address Line 3:	
Address Line 4:	
Post Code:	
POST DETAILS	
Job Title:	
Is this position vacant and accurate in your structure?	
Cost Centre:	
Academic subject area (if applicable):	
Working Hours:	
Work Pattern (working days):	
Number of posts available:	
Contract Type:	
Fixed term end date (if applicable):	
Salary Grade:	
SCP/Salary Point:	
TLR (e.g. TLR 1, £2500):	
SEN (e.g. £2,500) (if applicable):	
ISR Range (if applicable):	
Other Entitlements (if applicable)	
Please select the appropriate job group for your advert	

		Authorised:	
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Vacancy Reference Number (*Office Use Only*):

APPENDIX 4

Model Recruitment Pack Covering Letter

SCHOOL LETTERHEAD
DATE

Dear #####

Appointment of #####

Thank you for your recent enquiry concerning the above appointment. Please find enclosed an information pack and application form. If you require any further information on the specific duties of the post please contact ##### on 01782 #####, who will be pleased to assist you.

Your information pack contains:

- Application Form
- Job Description
- Person Specification
- Information about #####

Please ensure that both parts of the application form are completed i.e. Section A and B and that any additional correspondence submitted states only the job reference and your candidate number, not your name. **Curriculum Vitae are not accepted and will not be considered during the shortlisting stage.**

Completed application forms should be returned to the above address by no later than 5:00 p.m. on #####. Any electronic application forms can also be sent to our e-mail address, #####@#####

Please note that if you are offered this position you will be required to undertake a criminal records background check (DBS), as per our advertisement.

The School anticipates a large number of applications in response to each job advertised and, in the interests of economy, it is not possible to reply, in writing, to those applicants who have not been selected for interview. If you have not been contacted within 8 weeks of the closing date you may assume that, on this occasion, your application has been unsuccessful.

Thank you for the interest you have shown by applying for a position within
#####.

Yours sincerely

#####

Congratulations on being shortlisted. Please return this disclosure to the school **at least one day prior to interview**. If we have not received this, we reserve the right to withdraw the offer of interview.

POST APPLIED FOR:	Date:
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Surname:		Previous name(s) (if any):	
Forename(s):		Preferred title:	Date of birth
National Insurance No:	Teacher Ref. No (if applicable):	Date of recognition as qualified teacher, QTS (if applicable):	

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

We comply with the Disclosure & Barring Service (DBS) code of practice, as you have been shortlisted, you are required to declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.

Please read the information [here](#) before answering the following questions. If you are unsure whether you need to disclose criminal information, you should seek legal advice or you may wish to contact Nacro or Unlock for impartial advice. There is more information on filtering and protected offences on the Ministry of Justice website.

Nacro - <https://www.nacro.org.uk/criminal-record-support-service/helpline@nacro.org.uk> or phone 0300 123 1999

or email

Unlock – <http://hub.unlock.org.uk/contact/> phone 01634 247350 text 07824 113848

1. Do you have any convictions or adult cautions that are unspent? Yes / No
If yes, please provide details here
2. Do you have any other cautions or convictions that would not be filtered? Yes / No
If yes, please provide details here
3. *Only ask if you are recruiting for a post working in regulated activity with children Are you included on the DBS children’s barred list? Yes / No

<p>If yes, please provide details here</p>
<p>4. <i>*Only ask if you are recruiting for a post working in regulated activity with adults over the age of 18 years</i> Are you included on the DBS adult barred list? Yes / No</p>
<p>If yes, please provide details here</p>
<p>5. (Teaching posts only) Are you, or have you ever been, prohibited from teaching by the TRA or sanctioned by the GTCE? Yes / No / Not applicable</p>
<p>If yes, please provide details here</p>
<p>6. <i>*Management posts in independent schools / academies only</i> Have you been prohibited from management of an independent school (s128)? Yes / No / Not applicable</p>
<p>If yes, please provide details here</p>
<p>7. Have you lived or worked outside the UK for more than 3 months in the last 5 years? Yes / No <i>*This will need to be amended to reflect your school policy</i></p>
<p>If yes, please provide details here</p>
<p>8. Are you subject to any sanctions relating to work with children in any country outside the UK? Yes / No</p>
<p>If yes, please provide details here</p>
<p>9. <i>*Applicants for posts in early years or later years childcare (wrap around care) only</i> The Disqualification under the Childcare Act 2006 Regulations (2018) state that anyone employed to care for children in early years (children under the age of 5) or later years (wrap-around care for children under the age of 8) is disqualified from that work if they meet certain criteria. These criteria include (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • Certain serious criminal offences • Court orders relating to the care of your own child • Being prohibited from private fostering <p>Do you have any reason to believe you are disqualified from working in childcare? Yes / No</p>
<p>If yes, please contact us for more information on the Regulations.</p>

Please complete the declaration below:

I declare that all the information I have provided in this disclosure is full and correct at the time of application and that I have not omitted anything that could be relevant to the appointment of someone who will work with children. I understand that the recruitment panel may be made aware of any relevant information that I have disclosed in order to discuss the matter(s) with me as part of the recruitment process and that, if my application is successful, a risk assessment of the disclosed information will be held securely on my personnel file. I understand that the declaration of a criminal record will not necessarily prevent me from being offered this role.

Signed:

Date:

Please return this form to: [insert name] (e.g HR, HT, bursar)

Please note that, if you are unsuccessful, this disclosure form will be securely destroyed within 6 months of your application.

Applicant Name:

Post:

Information for Referees

If the applicant is successful with their application, this reference will be placed in their personal file. The information you provide will normally be disclosed to the applicant, if requested, under the provisions of the Data Protection legislation. If the applicant is unsuccessful, the reference will be retained for a period of time no greater than 6 months in line with current requirements.

It may be necessary to contact you again to verify some of the below details.

Your Name:		Organisation:	
Address:			
Email Address:			
Telephone no. for enquiries about this reference:			

In what capacity have you known the applicant?	
How long have you known the applicant?	

Employment Details

Job Title			
Date of Commencement		Salary (current or on leaving)	
Leaving Date		Number of Hours Employed	
Reason for Leaving			
Outline of Main Duties			

Management of Staff: Was/is the candidate responsible for managing staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If Yes, how many and in what capacity?

Competencies	Excellent	Good	Average	Below Average	Additional Comments
Leading and Supervising – provides others with clear direction, motivates and empowers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Persuading and Influencing – Gains clear agreement and commitment from others by persuading, convincing and negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Would you re-employ this applicant?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If No, details must be provided:

Do you know of any specific reason why we should not employ her/him?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If Yes, please provide details:

Absence

Number of days in last 2 years of employment:	
Number of occurrences in last 2 years of employment:	

Disciplinary Record

Is / was the applicant subject to any disciplinary action during their employment with you?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes , please provide details:	
Was any disciplinary action pending against the individual or disciplinary investigation being conducted at the time s/he left your employment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes , please provide details:	

Please give your opinion on the following (if applicable to the new job role):

Competencies	Excellent	Good	Average	Below Average	N/A	Additional Comments
Oral Communication - Verbal expression is well mannered, clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Written Communication - Written work is neat, concise, well expressed and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organisation and Planning - Has ability to think ahead and plan for problems before they happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acceptance of Responsibility -Willing to accept responsibility and uses initiative. Has the ability to think quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with Colleagues - Respected by colleagues and works well as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drive and Determination - Self-motivated and persistent. Gets things done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analytical Skills - Has ability to analyse problems. Thinks things through logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adapting and responding to change - Adapts to changing circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Judgement - Makes good, sound decisions and knows when to act or advise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows Instructions and Procedures - follows procedure and policy, complies with legal / health and safety obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creative and Innovative - Produces new ideas, challenges existing practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Customer Focused - sensitive in dealing with customers/ public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timekeeping and Punctuality - Good timekeeper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any other comments / observations in relation to the job description / person specification

(Please continue on a separate sheet of paper if necessary)

Signature:

Date

For Office Use Only – Recruiting Manager Approved:

Print Name:

Signature:

Date:

For Office Use Only - Verified by:

Print Name:

Signature:

Date:

Comments:

Confidential

Applicant Name:

Post:



City of
Stoke-on-Trent

Information for Referees – Character Reference

If the applicant is successful with their application, this reference will be placed in their personal file. The information you provide will normally be disclosed to the applicant, if requested, under the provisions of the Data Protection legislation. If the applicant is unsuccessful, the reference will be retained for a period of time no greater than 6 months in line with current requirements.

It may be necessary to contact you again to verify some of the below details.

Your Name:		Organisation:	
Address:			
Email Address:			
Telephone no. for enquiries about this reference:			

In what capacity have you known the applicant?	
How long have you known the applicant?	

Do you know of any reason why we should not employ her/him?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes , please provide details:		

Conduct and Performance

Are you aware of a concerns / issues with the applicant's general performance and conduct?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes , please provide details:		

Please give your opinion on the following (if applicable to the new job role):

Competencies	Excellent	Good	Average	Below Average	N/A	Additional Comments
Oral Communication - Verbal expression is well mannered, clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Written Communication - Written work is neat, concise, well expressed and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organisation and Planning - Has ability to think ahead and plan for problems before they happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acceptance of Responsibility -Willing to accept responsibility and uses initiative. Has the ability to think quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with Colleagues - Respected by colleagues and works well as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drive and Determination - Self-motivated and persistent. Gets things done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analytical Skills - Has ability to analyse problems. Thinks things through logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adapting and responding to change – Adapts to changing circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Judgement - Makes good, sound decisions and knows when to act or advise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows Instructions and Procedures –	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

follows procedure and policy, complies with legal / health and safety obligations						
Creative and Innovative - Produces new ideas, challenges existing practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Customer Focused - sensitive in dealing with customers/ public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timekeeping and Punctuality - Good timekeeper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any other comments / observations in relation to the job description / person specification
(Please continue on a separate sheet of paper if necessary)

Signature:		Date	
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For Office Use Only – Recruiting Manager Approved:

Print Name:		Signature:		Date:	
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For Office Use Only - Verified by:

Print Name:		Signature:		Date:	
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Comments:

Model Reference Request Covering Letter

SCHOOL LETTERHEAD
DATE
REFEREE ADDRESS

Dear

REFERENCE REQUEST –

has applied for the post of ##### within ##### and has given your name as a referee.

I should be most grateful if you could provide a reference for ### by completing the reference request form enclosed. This form has been designed to provide some specific information, as well as enabling you to express your opinion of their suitability for the post for which they have applied.

A copy of the job description and person specification for the post is also enclosed for your reference.

I would be grateful if you would give this matter your urgent attention and forward the completed form to me at the above address as soon as possible or if you prefer, please email the completed form to xxxxxxx.

Should you have any queries regarding this letter, please do not hesitate to contact me.

Finally, thank you in advance for your help and consideration in this matter.

Yours sincerely

#####

Ref: «Vacancy_ID»/«Applicant_ID»
Date: 4 July 2023
Direct Dial: (01782) 23«Office_Number»
E.mail: «Email_Address»

«Title» «Preferred_Name» «Surname»
«Address»
«Address_2»
«Address_3»
«Town»
«County»
«Postcode»

City Director Human Resources
Civic Centre, Floor 2
Glebe Street
Stoke-on-Trent
ST4 1HH

Dear «Title» «Surname»,

Appointment of «Description1»

Further to your application for the above post, I am pleased to inform you that you have been short-listed for interview, the details of which are shown below:

Date: «Interview_Date»
Time: «Start_Time»
Location: «Location» «Address1» «Address_21» «Address_31» «Address_4» «Town1»
«Postcode1»

Please report to the main reception on arrival. Please bring along your passport or original birth certificate along with a document giving your permanent National Insurance number and name i.e. a P45, P60, NI card or a letter from a government agency as proof of identification.

If unfortunately, you are not offered the post, please be assured that the details taken regarding your personal documentation will be destroyed.

Could you please telephone me on (01782) 23«Office_Number» to confirm your attendance and to advise of any special needs or requirements to enable you to attend the interview.

Yours sincerely

«Preferred_Name1» «Surname1»
«Description»

Candidate Assessment Form

Assessor Name		Post Applied for	
Candidate Name		Reference Number	
Candidate Contact Number		Assessment Date	

Question	Areas to be covered Essential Requirements and Competencies	Candidate Response	Score

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Sample Candidate Scoring Guide

Score	Description	Relation to Job Performance
6	Excellent	A full response which demonstrated in-depth knowledge and understanding of the subject/full possession of the requirement for superior job performance
5	Good	A good response which answered the question and showed depth of understanding and knowledge/ full possession of the requirement for effective job performance
4	Satisfactory	A response that was relevant and showed some understanding/ meets base requirements for adequate performance with scope for further development.
3	Less than Satisfactory	A response which was relevant but superficial and failed to demonstrate depth of understanding/ candidate requires significant further development to demonstrate the requirement satisfactorily.
2	Poor	A response which was inadequate but which had some relevance/ candidate falls well below the base requirement for adequate performance and is unlikely to demonstrate competency without a great deal of further development.
1	Very Poor	A response which is either not relevant or substantially lacks any depth of content

Reference Consent

The School/Academy obtains references as part of the pre-employment process. As part of the reference details relating to your employment, our standard form asks for your absence record e.g. number of days and number of occasions in the last two years, details of any disciplinary records you might have on file and information on your conduct and performance.

Upon receipt of this data it would be reviewed by the appointing manager and HR will hold this information on your personal file for the duration of your employment, it would then be destroyed in line with current requirements.

In line with the new General Data Protection Regulation and Data Protection Act 2018, we require your consent to request this information from your referees.

In order to consent to the School/Academy requesting the information outlined above please sign and date the below to confirm that you are happy for us to proceed on this basis.

Name:

Signature:

Date:

Once completed, please return this form to:-

(insert details)

Online Search Checklist

Online searches will only be made of publicly available content. Where possible, online searches will be carried out by the recruitment team. Any information that is relevant will be raised at the interview before making any firm decisions about a candidate's fitness for the role. A candidate will not be rejected without giving them an opportunity to explain.

The New Guild Trust Online Search Checklist

Name of candidate	
Post applied for	
Date of interview	
Date of online searches	
Online searches carried out by	
Key words used to search	
How far back did the search go?	
Google	
Facebook	
Instagram	
Tik-Tok	
Twitter	
LinkedIn	