

	<b>Title</b>	<b>Safer Recruitment and Selection Policy</b>
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### Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school or staff are referred to, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites.

### Version Control

Version	Date	Author	Description of Change
1			

## Introduction

The processes and procedures laid out in this policy will be used by those involved in the appointment and administrative process for recruitment and selection of all staff employed within Havering Schools. The detail within this document is based upon the DfE Keeping Children Safe in Education (2021) and sets out recruitment best practice, some underpinned by Legislation.

### 1. Why Good Recruitment and Selection is Important

It is vital that schools adopt recruitment and selection procedures and other human resources management processes that help deter, reject, or identify people who might abuse children and young people or are otherwise unsuited to work with them. This policy includes guidance on practice that should be followed to achieve that.

People are our most important asset and in recognising this fact, considerable time and money is spent on recruitment and selection.

The recruitment process is often the first experience an individual has of an organisation. It is therefore important that the experience is as positive as possible.

This guide aims to assist managers and employees in the implementation of a recruitment and selection procedure which is:

- Effective - attracting suitable candidates
- Efficient - using the most cost-effective advertising and recruitment methods
- Fair - dealing with potential and existing employees in a fair, professional and courteous manner

These processes and procedures aim to ensure, as far as possible, that the right person is selected for the job.

Although this document is intended for schools to use when recruiting staff, it is crucial that in addition to referring to this document, the Headteacher, Chair of Governors and at least one member of every appointment panel must have passed Safer Recruitment Accredited Training.

All Schools are expected to have an explicit statement about the organisation's commitment to safeguarding and promoting the welfare of children and young people which should be used on all recruitment material. An example policy statement would be:

*“Our school is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment”*

### 2. Legal Requirements

The Ofsted Inspection Framework for schools requires inspectors to consider the safeguarding procedures within schools. This includes recruitment procedures and processes.

The Safer Recruitment and Selection Policy and Procedures must comply with the following Acts:

- Rehabilitation of Offenders Act 2020
- Safeguarding Vulnerable Groups Act 2006.
- Legal Aid and Sentencing and Punishment of Offenders Act 2012
- Local Government & Housing Act 1989
- The School Staffing (England) Regulations 2015
- Employment Rights Act 2020
- Immigration, Asylum and Nationality Act 2006
- Equality Act 2010
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2020
- Agency Workers Regulations 2010 (SI 2010/93).
- The General Data Protection Regulation (GDPR) 2018

The Immigration, Asylum and Nationality Act 2006 makes it a criminal offence for any employer to employ a foreign national, aged 16 or over, who does not have permission to work in the UK.

The Rehabilitation of Offenders Act provide for certain categories of persons being considered for work involving access to children and young people, to be exempt from the main Act and subject to police checks on their criminal records before appointment. Accountants and Lawyers are also excluded categories of employment.

### 3. The Prevention of Illegal Working

All candidates must be able to produce satisfactory documentation proving their legal freedom to work. It is necessary to take a copy of any relevant documentation and keep it on file.

Examples of documentation that could be accepted as proof of a candidate's right to work are:

- Passport [with valid current endorsement]
- Home Office letters
- Settled or pre-settled status confirmation for EU colleagues

In the event of a prosecution for employing 'illegal' employees, the employer, the Governing Board and the Headteacher may be liable and called to account.

### 4. Resignation Acknowledgement

When an employee resigns the resignation must be submitted in writing to the Headteacher.

When a member of staff leaves a post Havering HR should be notified on a PAMS 99 electronic report and this should be completed as soon as the person has submitted their notice to the school.

For Fixed Term Contracts it is necessary to inform Havering HR that the member of staff is leaving unless the contract is being renewed. If this is the case then this renewal, along with the specific reason for the contract extension, should then be communicated to Havering HR on an instruction form as soon as possible. Schools should seek advice from Havering HR if a decision not to renew a fixed term contract is made as there may be implications if there the post holder has two years' service.

#### Resignations deadlines

##### Teachers

To start:	1 <sup>st</sup> September	Autumn Term	to be received on or before <b>31<sup>st</sup> May</b>
To start:	1 <sup>st</sup> January	Spring Term	to be received on or before <b>31<sup>st</sup> October</b>
To start:	April	Summer Term	to be received on or before the <b>last day of February</b>

##### Support Staff

Please refer to the staff member's Terms and Conditions.

Adjustments will need to be made to personnel records held, and payroll. Havering HR will arrange for the changes to be made.

The Havering Payroll Service, the Payroll Section will arrange for the final salary payment and P45 to be sent to the leaver.

## 5. Decision to recruit

Once a vacancy arises, the need to fill the post must be considered. The position should be analysed to ascertain:

- If it is essential that the post be filled
- What would be the impact on service delivery if the vacancy is frozen or the post deleted
- Are there any organisational changes that might affect the post
- Whether a re-allocation of duties could be achieved, making it unnecessary to fill this post
- Whether the post could be filled at different hours, grade or under more flexible arrangements, e.g. job share
- For teachers, what level of skill is required
- Whether the post should be ring fenced. (When employees are redundant or in a potential redundancy/redeployment situation a post can be ring fenced, which means that the affected employees are given the first opportunity to be considered for any new or revised jobs within the section affected). If the vacancy will only be temporary, can it be filled by another member of staff 'acting up' or under secondment arrangements
- Is there a suitable redeployee who could be considered for the post?

If the vacancy arises because of the creation of a new post the following must be considered:

- Is it permanent or temporary
- What level of skill is required
- Limited short-term
- Part-time

Where there is a change of circumstances for example a decision is made not to fill, to freeze, to delete, and to reallocate the duties etc. the situation must be raised with the relevant Trade Union representative. This consultation must take place before the action is taken.

## 6. Positive Action in Recruitment

Although positive discrimination is unlawful, there is nothing to prevent the school from encouraging and helping under-represented groups, e.g. people with disabilities or ethnic minority groups, to apply for a job.

The following actions can be taken to encourage specific groups of people to apply for job vacancies:

- Liaising with local disability groups to publicise the vacancies
- Using other languages as well as English on adverts
- Advertising in the ethnic press
- State in the advert that candidates from a particular group are under-represented within the school

These actions should not discourage other suitable candidates who are not in this particular group from applying, but should encourage candidates from the specific groups to apply.

From the application form it should be easy to establish that a candidate has a disability. Therefore if the candidate is short-listed they should be asked for any details of aids, adaptations or modifications that might be required to assist at the interview or to fulfil the duties of the post. This will enable the recruitment panel to make any reasonable adjustments.

## 7. Job Description

There must be an accurate and up to date job description available for every post. A job profile not only enables the school to be sure that the post meets its requirements but is also essential when preparing the person profile. For the potential employee, it enables them to understand what their role would be in the organisation.

The job description should include the purpose of the post and a summary of the main activities

rather than each and every task to be performed.

The job description and person specification should specifically include reference to the responsibility the role has for safeguarding and promoting the welfare of children and young people and the qualities – whether that be ability, experience, training or attitude, or a mixture of these – that the person will need to fulfil that responsibility.

## 8. Person Specification

A person profile describes the skills, knowledge, experience and characteristics, behavioral competencies which the candidate must possess to fill the vacant post. It is an essential part of the recruitment process, and drives the information used for:

- Assessing a person's ability to undertake all the duties and responsibilities in the job profile
- Advertising the post
- Short-listing the candidates for the final selection process
- The final panel decision on appointment

The person profile should contain only objective and measurable criteria on which to assess the applicants. This ensures that applicants are treated solely on merit and without reference to irrelevant material that could result in direct or indirect discrimination.

You should indicate on the person profile how each aspect of the criteria will be assessed, from the application form, interview, tests or a combination of these. It is good practice to include at least one criterion that relates to the safeguarding of children and young people.

## 9. Assimilation

If an employee is undertaking 65% or more of the duties of a new post in their old job, then that employee can be assimilated to the new post. There will be, in this case, no need for a selection process.

However if there are a number of employees in the same position and there is a reduction in the number of new posts then a selection process would have to be undertaken.

## 10. Advertising the Post

An advert is intended to attract suitable applicants to apply for a post. Adverts should be clearly written and based on key aspects of the job profile and the person profile. It should enable the reader to make a judgement as to whether it is appropriate for them to apply.

An advert that is vague and refers to general functions of the post, rather than key functions and precise skills, tends to generate lots of interest from unsuitable applicants. It is important to choose wording carefully so as to avoid discrimination and also not to use terms which are difficult to test objectively. It is also best practice to include the school's policy statement with regards to safeguarding to deter unsuitable applicants.

The advert should include the following:

- Post title or level of post
- Salary package (which will include any benefits if appropriate)
- Location
- Key duties and functions of the post
- Skills, knowledge, experience and qualifications needed to undertake the post
- Whether it is a temporary or permanent contract
- Weekly hours or FTE
- If it is available as a job share
- Closing date
- Shortlisting date

- Interview dates (week commencing dates are sufficient if exact dates are unknown)
- Application details. It is important to state that a CV is unacceptable and that only the stated application form will be used to apply for the post.
- Safeguarding and equal opportunities statement – a general statement is automatically added to your advert when uploaded on to the website. If the school has its own statement, please include in the body of the advert. It is recommended that the safeguarding statement should also appear on every printed media advert.

It is important to phrase adverts in a non-discriminatory way, such as to encourage a range of applications.

## 11. Method of Application

An application form should be used to obtain a common set of core data from all applicants. A curriculum vitae drawn up by applicants in place of an application form should not be accepted as it will only contain the information the applicant wishes to present and may omit relevant details.

A candidate Information pack should include (this can be uploaded to the website to accompany the advert):

- The application form and explanatory notes about completing the form
- The job description and person specification
- Any relevant information about the local authority or establishment and the recruitment process, and statements of relevant policies such as equal opportunities and the recruitment of ex-offenders
- The school's safeguarding and child protection policy statement
- Any other documentation that the school feels appropriate to the post (without adversely disadvantaging any potential applicant).

## 12. Short-listing

The purpose of a shortlisting process is to decide which candidates meet the requirements of the job, i.e., those whose skills and abilities match the essential requirements of the job. It will be these candidates who are invited to attend an interview or the next stage of the recruitment process.

### Short-listing Process

- At least one member of every panel must have the Safer Recruitment Accreditation.
- It should take place as soon after the closing date as possible, and should be done by at least the two people, preferably three, who will be on the interview panel, wherever possible it will be the whole panel. The shortlisting should initially be undertaken separately and then a consensus is reached as to the candidates to be shortlisted.
- Short-listing should be an objective process. It is achieved by comparing the essential criteria on the person profile with the candidate's application form. Any candidate who meets the essential requirements should progress to the next stage of the recruitment process.
- There should not be a determined number of candidates to progress to the next stage. However, if there are too many candidates, the 'desirable' requirements should then be considered in an attempt to refine the shortlist, and this may reduce the number of candidates to a manageable number.
- All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies. Gaps in the candidate's history (employment or other activity) should be identified.
- All paper applications should be signed and/or the declaration box ticked in the case of online forms.
- Incomplete applications should not be accepted and if possible, should be returned for completion. Any anomalies or discrepancies or gaps in the candidate's history should be noted so that they can be taken up as part of the consideration of whether to shortlist.
- Gaps in employment, reason for leaving and the reasons for a history of repeated changes

in employment without any clear salary or career progression/development, or mid-career move from permanent to supply teaching or temporary work also need to be explored and verified. If you decide to shortlist candidates with such anomalies, these should be explored prior to, or at, the interview.

- Criteria for selection/rejection should be applied equally to all candidates.
- Where the candidate has declared a criminal caution or conviction, this information **must not** be used as a reason to not shortlist to ensure equality of opportunity. However, the disclosure can be explored at interview and a decision can then be made based on the information obtained. The DBS must be compared with the self-disclosure before confirmation of appointment to ensure consistency.
- The outcome of the shortlisting process must be documented, stating the reasons for selection and non-selection. This can help to demonstrate that all the candidates were treated fairly and assessed against the same criteria.
- Where only one candidate has satisfied the shortlisting requirements, they can be interviewed. The relevant comparison is between the requirement of the person profile and applicant and not between the applicants. It is fair to say though, that it is unusual to interview only one candidate.

### 13. Reference checks before Interview

The purpose of seeking references is to obtain objective information to support appointment decisions. They should always be sought and obtained directly from the referee. Employers should not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern".

Ideally references should be sought on all shortlisted candidates, including internal ones, and should be obtained before interview so that any issues of concern can be explored further with the referee, and taken up with the candidate at interview. Further to the introduction of the Equality Act 2010, references sought prior to interview should no longer request information regarding absences.

References should be sought from two referees in respect of all external candidates, one of whom should be the present employer or the last employer if the candidate is currently unemployed or self-employed.

In exceptional circumstances, it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate has asked that their current employer is not approached at that stage. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to postpone obtaining their references.

In any case where a reference has not been obtained on the preferred candidate prior to interview, the employer must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

When requesting references, it is important to supply the referee with a copy of the job profile and person profile (the referee is asked their opinion as to the suitability of the candidate for the post).

All references should seek objective viable information, not subjective opinion.

All reference requests should ask:

- About the referee's relationship with the candidate, how long have they known them for and in what capacity
- Details of length of employment, present post, duties, level of pay
- Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post
- Whether the referee is completely satisfied that the candidate is suitable to work with children and young people
- Specific viable comments about the applicant's performance and conduct; this will include specific criteria for teachers, relating to the expectations of the level of post applied for

- Details of current disciplinary procedures the candidate has been subject to
- Details of all (current and expired) disciplinary procedures the candidate had been subject to involving issues related to the safety and welfare of children or young people, and the outcome
- Details of any substantiated or founded allegations or concerns that have been raised with the candidate that relate to the safety and welfare of children and young people or behaviour towards children or young people and the outcome of those concerns
- Details of any concerns over capability in the past 2 years

*See Appendix A for the schools standard reference request letter/email text and reference form  
See Appendix B for Headteachers and Teachers standards*

Upon receipt, references should be checked by a delegated panel member to ensure that all specific questions have been answered satisfactorily. The information should be compared to the application form to ensure consistency. Any discrepancy should be followed up with the candidate and any concerns raised with the referee and documented.

All references should be verified, either by ensuring that they have been returned on a professional letterhead or requested and returned via a credible business or organisation email address. It is not good practice to accept references that have been supplied via a personal email account, nor those without a professional letterhead. In this event, this should be followed up and evidence of establishment obtained.

Where a reference is for a teacher and from a school it will usually be from the Headteacher. Where a reference for a teacher is not from the Headteacher the referee should be contacted to make sure they agree with the reference provided and to confirm the identification and role of the referee.

Where a reference is for a member of support staff references will be accepted from a supervisory role or their line management.

Confirmation will be sought by telephone with the referee where needed.

**Reference request**

**– every reference must ask questions about safety and suitability to work with children and young people.**

<p>Are you completely satisfied that the applicant is suitable to work with children? If not, please provide specific details of your concerns and the reasons for your doubt</p>
<p>To the best of your knowledge has the applicant ever had an allegation made against them, or been under investigation, in regard to his/her behaviour towards children and young people? <i>Please note unfounded allegations do not legally have to be disclosed.</i> If yes, please give details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any actions were taken and if so, what they were?</p>

If the above questions are unanswered then the reference must be investigated further before confirming appointment.

**14. Interviews**

The interview is the most commonly used selection tool. The purpose of the interview is to select the most appropriate person for the job based upon an objective assessment of each candidate's skills, knowledge, experience etc. against the person profile.

It is recommended that there is a minimum of 2 people on the interview panel, the same two people who have conducted the shortlisting process. Where possible the panel members should reflect diversity. For example, not have an all-male panel.

There is a statutory requirement that at least one person of every interview panel for school based posts, has undergone and successfully passed Accredited Safer Recruitment Training.

**Preparing for the interview** - The panel should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question will determine whether and how this is followed.

The first question in the interview will be, where necessary, a chance to ask each individual questions about their application, such as questions about gaps/anomalies in their history (employment or other activities).

Before the interviews take place it is also important to ensure that the panel members are clear on how the interviews are to be recorded, the assessment system to be used, and the intended timescale for making a decision and who will give the feedback to the candidates at the end of the process.

The questions must be designed to extract the evidence/information from the candidates to enable an assessment against the requirements stated in the person profile. All candidates must be asked the same questions to ensure equality and therefore questions must be standardised. It may be necessary to probe further in response to a candidate's reply, and this is acceptable.

Avoid hypothetical questions because they allow theoretical answers. It is best to ask competence-based questions that ask a candidate to relate how they have responded to or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues, including attitude towards safeguarding. Questions specifically relating to safeguarding should always be included. Candidates should also be asked if there is anything they wish to declare in light of the requirement for a DBS disclosure, and where references are not yet obtained, references requested.

It is important to remember that the interview is not only about the employer assessing a potential employee but also about the candidate assessing the school as a potential employer.

During an interview notes should be made as to whether the candidate meets the requirements stated in the person profile.

Candidates must be given the opportunity to ask questions at the end of an interview. They should also be told when a decision will be made and how they will be notified of the outcome.

## 15. Selection

The final selection decision must be made on merit and based upon the information gathered from the whole recruitment process, which includes the application form, interview(s) and any tests that the candidates have been required to do.

The selection decision is made as to the candidate who best meets the criteria that has been specified in the person profile. The job should be offered to the candidate who meets all essential requirements. If there is more than one candidate who meets the essential requirements, then the desirable requirements must then be taken into account.

The selection must be done as objectively as possible and based on the evidence gathered throughout the process and not by 'gut instinct'. The panel members need to initially record their own decisions and then come to a consensus of opinion and record the panel's decision. The school may find that a decision is challenged so we must ensure the process has been undertaken fairly, objectively and has been recorded in writing.

Subjectivity and bias must be avoided. For example:

- Own image recruiting - this is where selection decisions are influenced by the fact that an applicant displays attitudes and characteristics similar to that of the interviewer or previous

post holder

- Fitting in - this is where selection decisions are influenced by concerns about whether a candidate's race, colour, gender, sexual orientation, age, disability is likely to be acceptable to existing employees
- Stereotyping - this is where selection decisions or questions during interviews are based on pre-conceived assumptions about the capabilities of a person because of that person's protected characteristics, qualifications, appearance etc. Applicants stereotyped in this way may be seen unfairly as performing badly in the interview. Alternatively, interviewers may be more apt to test such applicants more rigorously than others.

## 16. Offer of Appointment

An oral conditional offer of appointment can be made subject to medical clearance, satisfactory references and DBS. However, care must be taken when making offers of appointment as anything said may be contractually binding, and where applicable may be subject to Governing Board ratification.

Candidates offered appointments, subject to medical clearance and satisfactory references, must be advised that they should not resign from their current employer until they have received confirmation that satisfactory reports/references have been received. This offer should be confirmed in writing.

All appointments are subject to an Enhanced Disclosure and Barred List check.

Once the candidate has formally accepted the post, the start date can be agreed. New appointments should not begin without DBS clearance. In extremely exceptional circumstances the school can risk assess the new staff member and arrange for the employee to work under constant supervision if every other check has been completed, until the DBS is received. This should be only under the authorisation of the Headteacher.

*See Appendix C for the Risk assessment guidance and form for staff working without DBS clearance.*

## 17. Pre-Employment Checks

All checks should be confirmed in writing and documented on the personnel file (subject to the DBS, Code of Practice and data protection arrangements) before a contract of employment is issued.

All references should ideally be sought and received prior to interview on all shortlisted candidates. In any event, at least two references (one being the most recent employer) should have been sought and scrutinised prior to confirming the appointment.

Verification of identity and right to work in UK - It is important to be sure that the person is who they claim to be. The employee must be asked for proof of identity such as birth certificate, driving licence or passport, combined with evidence of address, before an appointment is made. Some form of photographic identity is required in connection with an application for a DBS Enhanced Disclosure. In summary, the proof should include name, date of birth, address and photographic identity. The Birth Certificate should be checked against current documentation to see if there have been any name changes (marriage, deed poll etc.).

If an employee is provided by a third party, such as an Employment Agency, the school must check that the person who comes to the interview is the person referred by the employment business or agency by carrying out the identity checks as above.

Anyone appointed to a post involving regular contact with children or young people must be medically fit. It is the statutory responsibility of employers to satisfy themselves that individuals have the appropriate level of physical and mental fitness before any appointment is confirmed.

The Equality Act October 2010 has made it illegal to ask for medical or sickness absence data prior to an offer of employment being made; nor can information around sickness absence be requested from current or previous employers. Therefore, a medical questionnaire must be completed by successful candidates once they have been made an offer of employment – including verbal offers. From this questionnaire the Medical Officer for the school's Occupational Health provider will decide whether a medical examination is necessary.

Verification of qualifications and/or professional status (where required) - Employers must always verify that the candidate has actually obtained any qualifications legally required for the job and claimed in their application e.g., asking to see the original copy of relevant certificate or diploma, or a letter of confirmation from the awarding institution. If original documents are not available, employers should see a properly certified copy. Employers can now 'claim' teachers working at their school for ease of checking the DfE Prohibition list via the Employer Access Service.

Please note, if a candidate has a DfE reference number this does not necessarily mean that they have QTS.

Multi Academy Trusts must check all staff with management responsibility against the Section 128 list on the Employer Access Service. All schools may undertake this check for staff with management responsibility.

All governors, in all schools, must be checked against the Section 128 list.

Early years staff, and those who will manage early years staff only: The individual should make a self-declaration that they have not been disqualified under the Childcare Act 2006 (exception would be for non-payment of fees).

As we have an early years class on site and any member of staff could be asked to cover or work in this class at any time, we ask all staff to make a self-declaration annually.

## 18. Disclosure of Criminal Background

**All new school based staff** must undergo a DBS Enhanced Disclosure check which includes a Barred List check.

There are now two levels of Enhanced Disclosure that school staff and volunteers are eligible for:

- Enhanced check with barred list which all paid employees should hold, including all teachers, support staff, applicants for teacher training courses and trainee teachers (Early Career Teachers (ECTs)).
- Enhanced check without Barred List which is applicable to 'supervised volunteers' only. Unsupervised volunteers should have the Enhanced Check with Barred List Check.

**Staff that move between Havering schools** will not be subject to a DBS recheck so long as they satisfy the criteria:

- Their current DBS check (undertaken by their previous LBH School) is less than three years old, a new DBS certificate will be obtained when the existing certificate is 3 years old;
- They have not had a break in service between schools;
- They are moving to a role of similar responsibility. Headteachers moving between schools will need to be re-checked;
- Their previous Headteacher has raised no specific concerns in relation to their conduct.

This will include ECT teachers, staff that have been appointed to a different school (other than where their placement has been) at the end of their training.

It is, however, at the discretion of the Headteacher if they wish to re-check a member of staff who is transferring from another Havering school. We will always re-check a new member of staff for any new appointment.

**Supply Staff and Invigilators** - It is recommended that all internal supply staff and invigilators should be subject to an annual DBS check. With regard to agency supply staff, schools should make sure they see evidence that they have an up-to-date DBS check. It is strongly recommended that supply agencies are used with the Government Charter Mark. This Quality Mark is only awarded to supply agencies that have undergone rigorous vetting to ensure their policies and procedures meet quality safeguarding standards set by the DfE. It is an Ofsted requirement that schools employing supply teachers through an agency must obtain written confirmation from that relevant agency, confirming that all relevant checks, including up to date DBS checks have been undertaken.

**Volunteers** - All volunteers are eligible for the Enhanced Disclosure without Barred List check; only unsupervised volunteers who have regular unsupervised access to children and young people must have an Enhanced DBS disclosure with Barred List check undertaken.

Those volunteers who help with one off events and are infrequent visitors to schools, who do not have unsupervised access to children, should not be asked to apply for a disclosure. It is recognised that some volunteers can fall between these categories and therefore Headteachers must apply their professional judgement as to whether a disclosure is required.

Volunteer applicants will not be checked against the Barred List if they are supervised and it is the responsibility of the Headteacher to ensure appropriate supervision at all times for volunteers that do not have a Barred List check, even if they have an Enhanced DBS Disclosure.

**Contractors** - The Headteacher must ensure that a contractor has carried out a DBS check on all their staff that will have contact with students. Such checks can be carried out through a registered 'umbrella body'. The school should set out their safeguarding requirements in the contract with the service provider, they should have written confirmation that the service provider understands the safeguarding requirements.

Wherever possible, contract work should be arranged so that the contract workers have no direct contact with children and young people. Discussions should take place with the management of the company contracted to carry out the work. The company should assume the responsibility for ensuring that their staff are aware of the guidelines set within the school about contact with the students and that they do not have an unsuitable criminal background. The contractor will need to agree not to use anyone the authority or establishment advises to be unsuitable. Particular attention will be given to the monitoring of access and supervision of such visitors who are undertaking work on the site.

**Overseas Candidates, including UK Nationals who have worked overseas.**

The DBS does not generally have access to overseas criminal records although some limited data may be held in respect of people who have substantial periods of overseas residence. However, some countries do provide their citizens with certificates of good conduct to give to prospective employers.

The DBS can only access criminal records (convictions, cautions, reprimands and warnings) held on the Police National Computer in England, Wales and those recorded from Scotland.

Overseas criminal records checks should be made for any staff member who has spent a year or more abroad in the last 10 years (schools may take a stronger approach). The employee should be asked to apply for the certificate, the school cannot normally apply for a certificate for the employee.

Country by country information is available here

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

**Governors** must have an Enhanced DBS check with barred list. Governors must also be checked against the S128 list on the DfE Secure Access website.

In the event that the disclosure shows additional information, the Headteacher/ Recruiter will need to carry out a risk assessment in order to make a decision as to whether to confirm a job offer or to invite the applicant for further discussion.

*See Appendix D for guidance on making a decision with regard to a positive disclosure and recording this decision*

A check as to the existence and content of a criminal record should generally be requested after a person has been selected for appointment, but before they take up a position. A period of at least 4 weeks may be expected before the completed DBS is received, which will be returned to the candidate after which they should present it to their new employer.

Normal recruitment procedures, i.e., taking up of references etc., should not be held up because of the requirement to undertake a DBS check.

The candidate should be advised that if the DBS check reveals any conviction, caution or charge which has not been disclosed, or where offences have not been honestly or correctly disclosed, this could lead to their summary dismissal, or withdrawal of the conditional offer of employment.

All information on the returned DBS disclosure should be checked against the self-disclosure on the application form.

While any conviction etc. disclosed by the DBS check will be discussed with the individual concerned, the actual DBS Check, whether positive or negative, should not be retained on the individual's personal file, although the risk assessment linked to the DBS Check will be recorded, kept confidentially in the employees secure personnel file on the school network. It should be noted that the Police are indemnified against any liability or civil claim arising from the provision of such information, and, in any event, they will only confirm that the subject of the check appears to be identical with the person whose record of previous convictions has been supplied.

Confirmation of an appointment may be made once a satisfactory DBS disclosure has been received

All information on the self-disclosure (requested on the application form) and the returned DBS disclosure should be compared. Ultimately, it is down to professional judgement as to whether the contract of employment is confirmed; however, all information should always be considered in terms of:

- The nature of the offence
- How long ago it occurred
- Circumstances surrounding the offence
- Whether it was a 'one off' or part of a history
- Changes in the candidates' circumstances
- Remorse
- De-criminalisation
- Country of conviction/caution whether it was an allegation or conviction

Current DfE guidance states that the Headteacher is still able to exercise their discretion to allow a member of staff to start in school prior to the receipt of a satisfactory DBS Disclosure. This is as long as all other pre-employment recruitment checks have been carried out and an appropriate risk assessment undertaken.

This should only be in situations where the DBS has not been able to process the disclosure prior to the staff members' appointment date. It is, however, strongly recommended that no member of staff commences work until a satisfactory DBS Disclosure has been received.

## 19. Induction

The programme of induction should include:

- A full explanation of their role and responsibilities and the standard of conduct and behaviour expected.
- A full explanation of the school's personnel procedures relating to disciplinary issues.
- Information about the school's complaints, conflict resolution and whistle-blowing policies.
- Information about safe practice and the arrangements in place to support staff in their work.
- An introduction to the school's safeguarding child protection policies and procedures, including information about how any concern will be raised.
- An introduction to the schools' Designated Safeguarding Lead and team, and an explanation of their role.
- Safeguarding and Child protection training for all staff (KCSIE requirement)
- New staff members should be required to sign declaration that they have read and agree to abide by the school's code of conduct.
- Every new member of staff will be advised at induction where to go or who to ask for support, guidance and help in their specific team or teams (separate from the senior teacher/manager who will be supervising).
- New staff members will be required to familiarise themselves with safeguarding policies e.g., safeguarding and child protection (including peer on peer), anti-bullying, anti-racism, physical intervention/positive handling/restraint, intimate care, online safety and any local child protection/safeguarding procedures.

Senior managers should ensure that their staff are adequately and appropriately supervised and that they have ready access to advice, expertise and management support in all matters relating to safeguarding and child protection.

Regular review meetings between the appointee and responsible manager should be convened, by the manager, throughout the induction period ensuring that the appointee has ready access to advice, expertise and management support in all matters relating to safeguarding and child protection.

## 20. Single Central Record of Recruitment and Vetting Checks

In addition to the various staff records which are kept as part of normal business, schools must also keep and maintain a single central record of recruitment and vetting checks.

Under paragraphs 69 and 78 of the September 2021 Ofsted handbook, schools will be inspected on their Single Central Record of Recruitment and Vetting checks.

Schools and FE colleges must have a record of the following people:

- All staff who are employed to work at the school and those staff in FE colleges providing education; and
- All staff who are employed as supply staff to the school or as supply staff providing education to the FE College, whether employed directly by the school, FE College or local authority or through an agency.

The record should also include all others who have been chosen by the school to work in regular contact with children and young people. This will cover volunteers, governors who also work as volunteers within the school, and people brought into the school to provide additional teaching or instruction for students but who are not staff members, e.g., a specialist sports coach or artist.

For the purposes of creating the record of checks for supply staff provided through a supply agency (whether local authority or commercial), the school will need written confirmation from the supply agency that it has satisfactorily completed the checks. The school does not need to

carry out or see actual check evidence except for the DBS check which will need to be produced on arrival. The DBS check number and date will be recorded and kept with the induction paperwork. Also, identity checks must be carried out by the school/ FE college to confirm that the individual arriving at the school is the individual that the agency intends to refer to them.

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

- Identity checks
- Qualification checks for any qualifications legally required for the job
- Those applying for teaching posts or classroom posts, check against the prohibition list via the Employer Access Service
- Those applying for management posts or subject or aspect responsibility, check against the S128 list via the Employer Access Service
- Checks of right to work in the United Kingdom
- DBS Enhanced Disclosure with barred list
- 2 References
- Medical check
- Further overseas records checks (police check, teacher standards) where appropriate

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

## 21. Notification to Havering HR & Payroll

### Setting the candidate up as an employee

Schools must notify the Havering HR and/or Payroll Section where relevant (dependent on individual school agreements).

### New Starter Checklist

For each new appointment – permanent, temporary or supply, Havering HR and Payroll will need the following:

- Contract Instruction
- New Starter Details form
- P45 or HMRC Starter Checklist
- Working Pattern for Support Staff

Notes for completing Contract Instruction Form

- For new staff please complete all sections of the form.
- For existing staff – only complete relevant sections of the form that relate to the changes e.g. change of house/promotion/change of location.
- Fixed Term Contracts – if issued – need to state reason for temporary nature of contract.
- If the candidate has worked for the authority before, please state where they were last employed and include dates.
- Please note that candidates must be given medical and DBS on line log in details to complete if they are coming from another Local Authority or if they are joining from another school in Havering.

*See Appendix E - New Starter Checklist*

### Supply Teachers and Casual (Relief) Staff employed by the school

Timesheets must be completed each time work is completed at the school. Copies of timesheets should be kept in the school office.

Timesheets must be signed by the Headteacher or by another authorised signatory for the school.

The HR Officer or Assistant will email staff monthly to inform them of cut off dates for the timesheet hand in. If it is not possible to meet this deadline i.e. staff are unable to hand in their timesheet by the date given, payment will be made the following month.

## **22. Pensions**

### **Teachers Pensions**

All teachers are eligible to join the Teachers Pensions Scheme. This includes overseas teachers, GTTPs supply teachers and unqualified teachers.

With effect from 1<sup>st</sup> January 2007, all new teachers or teachers with new contracts issued on or after this date are automatically entered into the Scheme.

If teachers do not want to be in the Scheme they can opt out by completing a form available from The Teachers Pensions website [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk).

More information about the Teachers' Pensions scheme can be found on their website [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk). Alternatively they/you can contact Havering HR for advice about the Scheme.

### **Support Staff Pensions**

All support staff on permanent or temporary contracts are automatically opted in to the Local Government Pensions Scheme.

Further information on pension schemes and forms can be obtained from the Pension Office, Telephone no: 01708 434343.

**APPENDIX A**

Corbets Tey School Reference Request

*(by letter or by email):*

**PERSONAL**

Referee  
Name  
Address  
Postcode

Date:

Dear Referee name

**Appointment of: (Job title)**  
**Applicant: (Applicant name)**

I refer to the above named, who has applied for the position of **(Job title here)** at Corbets Tey School. Your name has been given as a referee to support their application and I would, therefore, be grateful if you could let me have your views on their suitability for the position.

To assist you in this, I have listed (on the attached sheet) a reference form. Please record your responses in as much detail as possible and return this to me. I also attach a copy of the Job Description/Person Specification, which broadly outlines the requirements of the position and the skills and experience required to fulfil it.

As part of our commitment to Safer Recruitment practice, I would very much appreciate a reply within the next 5 days, as your reference is required prior to interview. You may respond to this request in writing or by email at the following address: (enter email address)

Please note the Corbets Tey School operates a policy of open references in line with best practice under the Data Protection Act 1998. Please be advised that any reference you supply will be made available to the individual concerned upon request.

May I take this opportunity to thank you in advance for your assistance in this matter.

Yours sincerely



## Corbets Tey School Reference Request Form

All employers in education should be committed to supporting a safer working environment for Children; the principles of which are detailed in the DfE guidance "Keeping Children Safe in Education" (Sept 2020)

The questions and information requested below are required to help the school make an assessment that the person, who is making application of employment, is suitable to work with children and young people. Failure to provide all the information requested may delay or potentially jeopardise the person's application so your full support would be gratefully appreciated. Please note that as a referee that you have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission; and that the relevant factual content of the reference may be discussed with the applicant.

Would you please respond in full to the following questions:

<b>Name of Applicant:</b>					
<b>The above person was / is employed with us as / I know this person through:</b>					
<i>Delete/Ignore as applicable</i>					
<b>Dates of Employment</b>	<b>From:</b>				
	<b>To:</b>				
<b>Performance</b>					
1. Excellent    2. Very good    3. Good    4. Satisfactory    5. Poor					
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>General Character</b>					
<b>Attitude</b>					
<b>Team Working</b>					
<b>Personal integrity and honesty</b>					
<b>Reliability</b>					
<b>Calmness under pressure</b>					
<b>Performance in job role</b>					
<b>Behaviour management expertise (if relevant)</b>					

<b>Q1. What is (was) your relationship with the candidate e.g. did you have a working/ professional/ personal relationship etc?</b>		
<b>Q2. Can you also confirm how long you have known the candidate and in what capacity and details of the applicant's current post, salary.</b>		
<b>Q3. Are you satisfied that the person has the ability and is suitable to undertake the job in question? Please provide some specific examples about the applicant's suitability for the post and how s/he has demonstrated that they meet the person specification.</b>	<b>Yes</b>	<b>No</b>
<b>Q4. As a referee are you completely satisfied that the candidate is suitable to</b>	<b>Yes</b>	<b>No</b>

<b>work with children, and, if not, please provide specific details of the your concerns and the reasons why you believe the person might be unsuitable.</b>		
<b>Q5. Please give specific verifiable comments about the applicant's performance history and conduct.</b>		

In addition to the questions above regarding the person's suitability to work with Children and young people can you also confirm:

<b>Q6. Has the applicant had any previous formal capability action taken against them in which the sanction is still 'live'? For capability issues, schools have a statutory obligation to disclose any action taken within the previous two years</b>		
<b>Q7. To the best of your knowledge has the applicant ever had an allegation made against them, or been under investigation, in regard to his/her behaviour towards children? Please note unfounded allegations do not legally have to be disclosed.</b>	<b>Yes</b>	<b>No</b>
<b>If yes, please give details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any actions were taken and if so what that was?</b>		

<b>If you would like to make any further comments in relation to the candidate's suitability for this post, please use this box:</b>

<b>Reference Provided By: (Please print clearly)</b>	
<b>Signature:</b>	
<b>Date:</b>	
<b>Job Title:</b>	

<b>Telephone number: We may call you to verify your reference</b>	
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In the interests of economy, your reply may not be acknowledged, but I take this opportunity of thanking you in advance for your assistance in this matter.

The email address to return the completed form is [recruitment@corbetstey.havering.sch.uk](mailto:recruitment@corbetstey.havering.sch.uk)

**APPENDIX B**

**Headteachers' Standards Performance Form**

<b>Name of Applicant:</b>	
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**Please rate the applicant in terms of their level of competence in relation to each of the Headteacher Standards of Excellence 2015. Please consider the standards in terms of the applicant's current performance as an indicator of their performance against these standards.**

Headteacher Standards	Poor	Satisfactory	Good	Outstanding	Not required in current role
Qualities and knowledge					
Students and staff					
Systems and process					
The self-improving school					

<b>Signature:</b>		<b>Date:</b>	
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<b>Job Title:</b>	
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**Headteacher Standards***(for reference)***1. Excellent Headteachers: qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

**2. Excellent Headteachers: Students and staff**

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

**3. Excellent Headteachers: systems and process**

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **4. Excellent Headteachers: the self-improving school system**

##### *Headteachers:*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

**Teachers' Standards Performance Form**

<b>Name of Applicant:</b>	
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**Please rate the applicant in terms of their level of competence in relation to each of the Teachers' Standards. Please consider the applicant's current performance as an indicator of their performance against these standards.**

<b>Teacher Standard</b>	<b>Inadequate</b>	<b>Requires Improvement</b>	<b>Good</b>	<b>Outstanding</b>
Set high expectations which inspire, motivate and challenge students				
Promote good progress and outcomes by students				
Demonstrate good subject and curriculum knowledge				
Plan and teach well-structured lessons				
Adapt teaching to respond to the strengths and needs of all students				
Make accurate and productive use of assessment				
Manage behaviour effectively to ensure a good and safe learning environment				

**Please give any additional information about the applicant's performance history, such as their performance in a leadership or management post if relevant, and general conduct, including relationships with other members of staff and parents.**

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<b>Signature:</b>		<b>Date:</b>	
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<b>Job Title:</b>	
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**Teacher Standards***(for reference)***Part One: Teaching****A teacher must:****1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

**2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and young people, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

**Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**APPENDIX C****Risk Assessment Guidance – Key Questions for Consideration****1. What are the reasons for considering commencement of employment prior to receiving DBS clearance?**

This should not be a natural default position and should be exceptional and clearly linked to the circumstances identified in response to question 2 below.

**2. What would be the consequences to service delivery of waiting until clearance is received?**

Again, these should be exceptional and have a demonstrable substantial impact on service users (e.g. partial school closure). You should be able to demonstrate how you have used effective planning to avoid/minimise this disruption, and clearly show where this has been unavoidable.

**3. If the employee commenced in their role, what would be their normal level of access to children / adults?**

- Unsupervised access one-to-one
- Unsupervised access to a group
- Neither of these would be acceptable arrangements under any circumstances during this “waiting period”.
- Supervised access one-to-one
- Supervised access to a group
- No direct access, but based within premises
- If an employee does commence employment prior to clearance being received, their access must be supervised at all times. The level of risk declines as the list progresses however, there continues to be a risk with each of these scenarios.

**4. Has the employee left their current/last employment to take up the post?**

The employee themselves runs a risk if they leave existing employment to take up a post that remains subject to clearance. This should be made clear to them.

**5. Is their previous satisfactory DBS clearance documentation available?**

If a previous disclosure/verification of clearance is available, consider how recent it is and whether the employee has continued working for that employer continuously since then. This does not offer any guarantee of current clearance, however, it may reduce the likelihood of convictions, complaints, investigations, etc., having occurred in the intervening period.

**6. Are the other checks and clearances in place?**

Again the existence of the other checks and clearances does not eliminate risk, or conclusively verify a candidate's suitability to commence employment. However, a candidate for whom we have verified qualifications, reliable references from existing employer, and has provided a complete employment history, etc., is potentially less of a risk than someone for whom we have not yet completed any checks with regard to identity or background, or who has gaps in employment/education history.

**Risk Assessment: Commencement of Employment without DBS Clearance**Only to be used in very exceptional circumstances

Name of prospective employee
Job title
Proposed start date
Name of Headteacher
Date of risk assessment
<b><u>Reasons for considering commencement of employment prior to receiving DBS clearance</u></b>
Consequences, to service delivery, of waiting for DBS clearance
Level of access during "waiting period"
Supervision arrangements during "waiting period"
Pre-employment checklist
Has the prospective employee left their last employment?
Medical clearance received? Date and verified by
Children's or Adult's Barred List required and checked? Date and verified by
Criminal history declared and checked on application form? Date and verified by
Has the current DBS application been sent to the DBS? Date and verified by
Previous DBS disclosure Sighted? Date and verified by
Right to work in the UK verified? Date and verified by
Qualifications sighted? Date and verified by
At least 2 satisfactory references received, including last employer? Date and verified by
History and any gaps explained and verified? Date and verified by
Satisfied with general background?
Assessment of risk following control measures High            Medium            Low
Following this risk assessment, I have determined that the above named individual is suitable to commence employment subject to approval, with the identified control measures.
Name Date Signature

**APPENDIX D****Risk Assessment: DBS Certificate with disclosure**

Name of Employee
Job Title
DBS certificate date
Name of Headteacher
Date of Risk Assessment
Please describe the nature of the work and the general duties of the job role? (Please also include amount of contact with vulnerable parties, frequency of contact and intensity of contact).
To what extent is the individual supervised?
Have 2 satisfactory references been received? (Including present or most recent employer and similar employment)
Early years staff only: Has the individual been disqualified under the Childcare Act 2006 (self-declaration at time of application/appointment)
Has the individual previously declared any convictions /cautions, reprimands/ warnings?
Are the offences relevant to the post and the proposed contact with the vulnerable parties?
Is there a pattern of convictions?
How long ago did the offences occur?
Have the individual's circumstances changed? (If so, please explain)
Will any additional safeguard arrangements have to be put in place? If so, please describe
Decision following the Risk Assessment, is this individual suitable to continue employment? (Overall assessment and comment required)
Following this Risk Assessment, I have determined that the above named individual is suitable to continue employment subject to approval, with the identified control measures if necessary.
Name
Date
Signature

**Positive DBS Certificate – Schools Risk Assessment**

This form should be completed by the Appointing Manager/Headteacher where a positive disclosure certificate includes additional information with regard to convictions and/or cautions, warnings, reprimands.

The completed Risk Assessment may be held on record.

Name of Employee:

Post Title:

School:

Start Date:

1. Please describe the nature of the work and the general duties of the job role? (Please also include amount of contact with vulnerable parties, frequency of contact and intensity of contact).
2. To what extent is the individual supervised?
3. Have 2 satisfactory references been received? (including present or most recent employer and similar employment)
4. Has the individual previously declared any convictions /cautions reprimands/warnings?
5. Are the offences relevant to the post and the proposed contact with the vulnerable parties?
6. Is there a pattern of convictions?
7. How long ago did the offences occur?
8. Have the individual's circumstances changed? (If so, please explain)
9. Will any additional safeguard arrangements have to be put in place? If so please describe

Decision following the Risk Assessment, is this individual suitable to continue employment? (Overall assessment and comment required)

Risk Assessment conducted by:

Signature..... Date .....

(Appointing Manager/Officer/Head Teacher):

Signature .....

(Employee) Date:.....

**APPENDIX E**

**Safer Recruitment Checklist**

<b>Post Advertised:</b>	<b>Date:</b>
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Create job advert, job description and person specification	
Advertise position with standard application form and safeguarding statement	
Externally - school website or Havering Jobs	
Internally – email/bulletin	
Short list applicants (based on person spec)	
Request references for all short listed applicants	1 2
Check prohibition list for anomalies or inconsistencies (and teachers, ECT year passed, etc.	
Hold interviews with one Safer Recruitment trained person present (standardised questions for all applicants, make notes)	
See documents and take copies/make notes of details (passport, driving licence, etc. need to check name, address, DOB	Identification
	Level 2 certificates
	Other:
Decide on successful applicant, telephone all interviewees with decision)	

<b>Name of Successful Applicant:</b>			
Email or post recruitment paperwork ( <i>Advise applicant not to hand in notice until DBS, references and medical clearance has been received</i> )	Sent to Applicant	Applicant Started Online/ Produced	Rec'd Back/ Seen
Offer letter (subject to medical clearance, DBS, references)			
Medicare Online Form Instructions			
DBS instructions			
DBS required ID proof routes lists <i>(need to follow route 1 if possible and route 2/3 if not)</i>			
New Starter Form			
HRMC Starter Checklist if no P45			
Privacy Notice GDPR			
LGPS Form			
First Reference			
Second Reference			
Teachers only - Degree Qualification			
Teachers only - QTS Certificate			
See proof to work in the UK (passport, National Insurance docs, etc.) scan and save in secure employee file			
Send P45, new starter form to Havering HR and contract on SIMS			
Put new employee details on SCR and SIMS			

When new contract arrives, give sealed copy to employee for signing and keep other copy in secure employee file with all other documents (application, interview notes, Medigold report, DBS report, references)	<b>Given to Employee</b>	<b>Rec'd Signed Copy</b>

New employee starts employment <i>(hold induction meeting and go through induction checklist)</i>	
Child Protection training and enter date on SCR	