Recruitment and selection & guidance 2024/2025

This guidance should be read in conjunction with The Consortium Recruitment and Selection Policy & Toolkits.

Contents

1.0 Information for candidates

Recruitment and selection activities are ideal opportunities to promote the school and the wider Trust and leave a positive and professional impression on everyone who shows interest in the post. The experience of candidates (both successful and unsuccessful) at each stage of the recruitment process will impact on their view of the organisation. Time spent on, for example, updating website information, making use of social media to promote vacancies and applying Consortium branding and any key messages to all recruitment materials will benefit the school / provision, not just in its recruitment processes. Conversely, a rushed information pack which refers candidates to an out-of-date website is likely to narrow the number of applications in what is often a highly competitive recruitment market.

A recruitment checklist can be found here which should be completed for each vacancy.

2.0 Job description

Link to Job Descriptions can be found here

A Job description should be agreed prior to the placement of an advert. Template job descriptions are available from Central HR. They contain the pay range bandings for each role. All adverts and subsequent offers of appointments should be made at the lower end of the range but dependant on experience and school requirements.

3.0 Delegation of responsibility for recruitment and selection

Position	Responsibility
CEO	Trust Board with external support if required
Central leadership team appointments	CEO
Academy Heads	CEO
All other posts	Academy Head / Head of Service / Direct line manager

It is essential that any recruitment has been correctly budgeted for, all adverts must be approved by the Director of Finance and Resources or their delegate in advance of publication.

4.0 Advertising and application forms

Further guidance on vacancy and adverts can be found here

It is good practice to advertise all vacancies openly, to the widest range of potential candidates. This allows the school / provision to satisfy itself it is appointing the very best available candidate for the post and it is offering equality of opportunity in its recruitment practices.

Internally promoted posts

There may be occasions when the Consortium Trustees and/or leadership teams wish to consider an internal promotion without first advertising externally. Advice should be sought from the Consortium central HR team if this is being considered.

An Internal Recruitment Checklist can be found here.

The Consortium central HR team can advise on the use of advertising media appropriate to the post and the level of the appointment.

Effective recruitment advertising

Tries to differentiate what you are offering from other offers	What makes your job different from the others on the page? Why is it a better career opportunity than the next job?
Is relevant to the target audience, highlighting ideas that are important to them, not you	Think like a candidate. What would you want to know? Why would you want this job? And what don't you need to read here?
Communicates directly and concisely	Words are money, so use the budget to market the job, not to reproduce the job description. Less is more
Is never boastful	Organisations that have 'done it all' can appear daunting to candidates and can appear to be a poor career choice because of lack of challenge
Includes a clear call to action	This tells potential candidates how to get more information, preferably by going online
Include statutory safeguarding statements	Adverts must include clear information about the safeguarding checks that will be completed including social media.

Recruiting managers should consider using social media to promote current vacancies. Again, in a competitive recruitment market, this can bring the post to the attention of individuals who are not actively engaged in a job search but who may consider applying for a post that is of particular interest.

Under the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Agency Worker Regulations 2010, both temporary and agency workers have a right to be informed about job vacancies in the same way as permanent staff. Vacancy details should be displayed in a place where all employees would be expected to see them or provided directly to the individuals.

As indicated above, all advertisements MUST include a statement about the Consortium commitment to safeguarding children and should also make reference to the requirement for a check of criminal records. All permanent vacancies, and temporary vacancies for longer than one year, should be advertised openly, both internally and externally.

Link to template advert can be found here.

Application Forms

All Consortium schools / provisions should always use the Trust's standard application form and ensure that candidates complete it properly and fully and sign the form. Applications made on-line and submitted electronically should be signed by the candidate at the interview. The candidate's employment history should give precise dates of employment (i.e. day and month as well as year) so that any gaps in employment history cannot be disguised.

A standard application form should be used even where recruitment is internal to the Trust, again, to ensure complete information and a declaration regarding its accuracy is provided for all candidates. The form will also provide the basis for other checks that may be required for the successful candidate.

An external application form can be found here which should be completed for each vacancy.

An internal application form can be found here which should be completed for each vacancy.

Privacy Notice
A Privacy notice should be available for job applicants and can be found here on the Trust website.

5.0 Safer recruitment and pre-interview checks

Safer recruitment training
It is considered good practice that recruiting managers should try to ensure that at least one member of any recruitment panel has received appropriate training in line with safeguarding guidance. Senior Leadership Teams are free to use their professional judgement to determine appropriate training for the needs of their staff and their school.

Pre-Interview online checks
After you've decided on your list of shortlisted candidates, you may also consider

- Asking candidates to complete a self-declaration form or ensure that the details are either discussed during the interview process or declared in writing at the interview here.
- Carrying out an online search of shortlisted candidates here.

Ask someone who isn't involved in hiring decisions to conduct the search and to review self-declaration forms and remove any irrelevant information that may bias the hiring decision.

It is important that you don't use these checks as part of your shortlisting process but collecting references and carrying out online searches before the interview will give you the chance to bring up any issues of concern with the candidate during the interview.

Employment References
References should always be sought for applicants for paid employment and volunteers. Those references should always include one from an applicant's current or most recent employer. Where an applicant has not been very long in their current or most recent post, the second reference should be from the previous employer.

If necessary, where there is a history of short employments, a further reference or references should be obtained from a previous employer(s), ensuring references always cover at least the five most recent years of employment. Employers' references should be provided by an authoritative source in the employer's organisation. In schools, this will normally be the Academy Head or a member of the Senior Leadership Team. Recruiting managers should ensure that a reference is not, in effect, a personal reference from a colleague at the same place of work.

Occasionally employees may have difficulty obtaining a reference from their most recent employer. If an applicant does not quote their present or most recent employer as a referee, you should find out why. You may want to insist that the applicant allows you to make contact with this employer. Always try to obtain a reference from this source and do not give up until you are entirely satisfied as to why you cannot get one.

It may sometimes be necessary to rely on personal/character references, but these are clearly less useful than employment references. Always check the relationship between the referee and the applicant, the capacity in which they know the applicant, and the length of time they have known them.

References should be sought using a standard pro forma which asks referees for specific information about the candidate's suitability to work with children and young people. Where possible recommended reference request proforma are to be used. To comply with the requirements of the Equality Act 2010, the pro forma asks for health-related information to be supplied in "Part 2" of the reference form, allowing this information to be separated upon receipt and only considered after any conditional offer of employment.

Ideally, references should be sought on all short-listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. 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 strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything they wishes to declare or discuss in light of the questions that have been (or will be) put to their referees. This may be submitted in writing It is vital that the references are obtained and scrutinised very carefully, looking both at what is included and at any omissions. As stated in the KCSiE advice, any concerns should be resolved to the satisfaction of the school, before a person's appointment is confirmed and before they start work.

All references should be regarded as confidential to members of the short-listing and interviewing panels. They should not be photocopied to anyone else.

- A proforma full reference is available here
- A proforma reduced/character reference is available here
- A proforma apprentice reference is available here

6.0 The selection process

Shortlisting

The person specification for the post should detail all of the essential and desirable criteria against which the final appointment decision will be made. Before short-listing, the recruiting manager(s) should identify those criteria that can/will be assessed from the application form and those that will be assessed during the later stages of the selection process.

Applications can be considered against the agreed criteria using a simple scoring system, for example:

- 3 = Exceeds expectations;
- 2 = Meets expectations;
- 1 = Minor shortfall and
- 0 = Not met/no evidence.

Shortlisting managers should ensure they look for specific examples and evidence on the application form that support the criteria being assessed, rather than relying on very general statements the candidate may make about their suitability.

Not all criteria will rank the same. For example, experience of a particular Key Stage or subject area may rank above experience of a particular IT system. Therefore, it may also be helpful to assign a weighting to some criteria before the final 'score' for each applicant is arrived at. A scoring matrix for shortlisting is available here.

Shortlisting should include careful checking to ensure that information is not contradictory or incomplete, in particular, in relation to employment history and any gaps on the application form which may need to be followed up as part of any interview and in reference checks.

It is recommended at least two people shortlist, looking at all applications and agreeing the 'scoring' of applications together. The completed short-lifting grid will provide a helpful reminder of the recruiting manager(s)' decision making process when providing feedback to unsuccessful candidates, and will be key in defending any allegation of discrimination in the school's recruitment practices. Template rejection letter is found at here.

Interviews

Further guidance on interviews can be found here.

Formal interviews should be conducted for all appointments, even if there is only one candidate. The interview provides an opportunity to explore any questions that arise from the application and clarify expectations for the post. A template of Invite to Interview can be found here.

For unsuccessful applicants, rejection correspondence should be sent after the shortlisting process has been completed.

For all candidates, the purpose of the interview is to assess the skills, experience and general background of the applicant in order to make a decision on which candidate is the most suitable person for a particular post. Questions should therefore be structured to explore facts, and interviewers should take care not to make decisions based on assumptions about applicants linked to their own subjective views and opinions.

As with short-listing, interview questions should be linked to the criteria detailed in the person specification for the post. Preparing a list of core interview questions to be asked of all applicants ensures consistency and fairness because all interviewees will be given an equal opportunity to sell their skills and abilities.

However, interviewers should not restrict themselves to asking only these questions, as there will also be a need to ask questions that are specific to a particular applicant, for example, to clarify something vague or ambiguous on an application form or to ask about a gap in their employment history. In addition, further questions will be necessary in order to follow up or probe any relevant matter raised or hinted at by the interviewee.

Safer recruitment practices at interview include:

- Exploring any gaps in employment on the application form and ensuring that they are satisfactorily explained
- Asking candidates about their previous experience of working with children, especially the age group relevant to the job. Finding out, in particular, their attitude to managing behaviour in school
- Assessing candidates' motivation to work with children - asking whether candidates have had any difficulties with children and how they have managed these
- Discussing child protection issues with candidates and ensuring that they have seen the school's policy
- Completing necessary pre-employment checks, in particular, in relation to the Immigration, Asylum and Nationality Act and professional qualifications.

Example safer recruitment style interview questions are available here.

More generally, good practice interview techniques include:

- Designing questions to check facts, obtain relevant information about each applicant's background, test achievement and assess aptitude and potential
- Asking specific questions about the applicant's work experience, qualifications, skills, abilities, ambitions and strengths/weaknesses. Asking questions that require the applicant to give examples of real situations that he or she has experienced, for example: 'Tell me about a time when you had to discipline a member of your staff. How did you handle it?' Refraining from making assumptions
- Providing regular signposts to help the candidate see the relevance of questions
- Structuring questions simply and clearly. Avoiding asking multiple questions at the same time as this can be confusing. Being alert for signs that the candidate is becoming worried or confused. Sometimes it may be necessary to slow down, rephrase the question or explain more clearly the information being sought
- Allowing the candidate plenty of time to talk. Encouraging them with non-verbal cues, or by nodding and looking interested. The ratio in a selection interview should be about 70/30 – with the candidate talking 70% of the time
- Listening to what the candidate is saying, rather than thinking about the next question. Not being afraid to bring the candidate back on track if they are not answering the question or are otherwise 'waffling', using words like 'specifically', 'exactly', 'particularly', to focus attention.
- Asking open questions, ie, those beginning with 'what', 'which', 'why', 'how', 'where', 'when' and 'who', rather than closed questions inviting only a 'yes' or 'no' other than where closed questions are necessary to elicit the specifics of a candidate's experience (as described above)
- Avoiding hypothetical questions (for, example, 'what would you do if you were asked to…') which may simply elicit a model interview response rather than what the candidate did when presented with a similar situation in the past
- Asking questions that are challenging, without doing so in an intimidating or aggressive tone or manner
- Keeping notes of the answers given by candidates
- Clearly explaining to candidates what will happen next, both in terms of further selection activities and how and when they will be informed of the outcome of their application.

A selection of standard interview questions and related tasks are available from Central HR although schools should always ensure interview questions link directly to the specific requirements of the post and focus on drawing out examples of related skills and experience.

An interview question templates which includes a scoring Matrix is included within here and provides a framework for recording interview questions and key evidence the school would expect a 'good' response to each question to include. The sheet can then be used to record candidate responses and for scoring following each interview. The form also provides a clear record of interview, again, as a helpful reminder of the recruiting manager's decision-making process when providing feedback to unsuccessful candidates, or when responding to any allegation of discrimination in the school's recruitment practices.

Safeguarding questions, including spent convictions, must be presented to all applicants. It is permissible that an applicant may request to provide further information in writing that they might not wish to disclose at the time of the interview. This information must be considered prior to any offer of employment being made.

Selection exercises:
In addition to a formal interview, schools may consider other selection activities designed to assess the candidate' suitability, including:

- Presentations*
- Assemblies*
- Teaching or lesson observations*
- Meeting pupils or members of the school community
- In-tray exercises
- Role plays
- Group exercises

* Candidates would normally be given information in advance in order to allow them to prepare appropriately.

Any selection activity should reflect the reality of the job and link back to the job description and person specification. When putting together a programme of selection activities, schools should consider the opportunities for candidates to show different aspects of their abilities and ensure a fair process in terms of the time made available, comparable treatment of all candidates and accessibility of activities for candidates with a disability.

7.0 Appointment and follow up

The appointment decision
A template letter can be found here to confirm a conditional offer of employment on completion of all necessary employment checks and then issue the full terms and conditions of employment along with a full contract which should ideally be issued prior to commencement of employment or at least within 2 months of the start date.

Occasionally, the recruiting manager may feel that none of the candidates are suitable for appointment. If this is the case, it is better to make no appointment than to make a weak appointment. A poor recruitment decision can have a significant impact on teaching and learning outcomes, colleagues, the school's reputation and parental complaints, and may require significant management time to address.

If no appointment is made for whatever reason the panel should decide whether a further selection process could be held on the basis of the applications already received or if the post should be re-advertised.

Feedback to candidates
Feedback to candidates, both successful and unsuccessful, is an essential part of the 'candidate experience' which, as mentioned earlier, can have a significant impact on their view of the organisation and future recruitment activities. Effective feedback can help a candidate better convey their skills and experience in future applications, assist with planning their CPD or help refocus their applications if they are perhaps unsuited to the specific area of work applied for.

The short-listing matrix or interview scoring matrix will help identify key areas to feedback for example those where the candidate fared well or equally in relation to other applicants and those which represent development areas for the candidate. Specific examples will always be more helpful and will usually lead to the feedback being more readily accepted.

When giving interview feedback it is often helpful to start by asking the candidate how they felt the interview went. The candidate will have already reflected on the process and their comments will often provide a good introduction to points of feedback that the school might have thought would be more 'difficult' to feedback.

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8.0 Pre-employment checks

Further guidance on how to access statutory checks is found here.

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

When appointing new staff, the school must complete:

- Two satisfactory references covering 5 years where possible.
- Satisfactory DBS Enhanced Check for regulated activity and DBS Children's Barred List clearance (where applicable for the post).
- Social Media Check
- Prohibition from Teaching check (if applicable).
- Prohibition from Management Section 128 check (if applicable)
- Medical fitness clearance.
- Evidence of the right to work in the UK.
- Verification of the applicant's identity.
- Evidence of qualifications required for the job.
- Declaration of Personal and Pecuniary Interest (where identified).
- Verification of professional status, where required.
- Verify professional qualifications, as appropriate
- QTS check for teachers and confirmation of successful completion of statutory induction period (applies to those who obtained QTS after May 1999) for teachers. This does not apply for NQT's currently in their induction period.
- Overseas checks if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate.
- Verify the candidate's mental and physical fitness to carry out their work responsibilities (a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- Childcare Disqualification Declaration.

If any of the above checks are not satisfactory, the offer may be revoked. Where this is necessary, written reasons will be supplied. All pre-employment checks will be confirmed in writing, documented and retained on the employee's Every HR file.

Where they are unsatisfactory or there are any discrepancies in the information provided, these must be followed up with advice from Central HR and a risk assessment may be required prior to employment.

If a candidate is found to be on the DBS Children's Barred List, a result notification will be provided from the DBS service to the School/Trust for discussion with the Academy Head /CEO and this person must not be employed.

If a candidate has an unclear DBS Disclosure, a result notification will be provided form the DBS to the Central HR for further advice. HR will discuss with the School and the applicant and decide whether to continue with the offer of employment.

Candidates who have access to children and young people will normally not be employed until a clear DBS Disclosure is received. In exceptional cases, candidates may commence employment prior to DBS clearance provided there is no unsupervised access to children or young people and following a clear check of the DBS Children's Barred List. A risk assessment will be required prior to the start of employment if applicable.

Convictions
The Academy Head is responsible for discussing with the CEO whether a candidate's criminal record does or does not render them unfit for the post. The CEO is responsible for the final decision. Posts which are exempt from the Rehabilitation of Offenders Act 1974 (in which case criminal convictions never become "spent") should be identified as exempt when seeking references.

Enhanced DBS checks
Information on how to obtain an enhanced DBS check, the online DBS Service and associated identity checks is available from the Consortium Central HR team.

Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check, which will allow them to re-use this check when applying for similar jobs. *Please note that the Update Service does not mean that the DBS check is universally portable.*
With the individual's consent, the prospective employer can go online and carry out a free, instant check to see if a new certificate is required: www.gov.uk/dbs-update-service. The applicant must still submit their original DBS Enhanced Disclosure certificate to the prospective employer for checking. The certificate should not normally be copied, but the relevant information on the certificate should be recorded on the Single Central Record.

DBS Barred List checks form part of the enhanced DBS check and are not completed separately.

Social Media checks
Information on how to obtain an enhanced DBS check, the online DBS Service and associated identity checks is available from the Consortium Central HR team.

Guidance of how to process the results of Social Media checks can be found here.

Teacher Prohibition Order checks
All Academy Trusts are required to check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State. This check will be undertaken by the employing school office manager when receiving any teaching appointment instruction by using the DfE Teacher Services.

The Prohibition Order check will also identify any prohibitions and sanctions made by the General Teaching Council for England (GTCE) before its abolition at the end of March 2012, and provide information about any teacher qualifications held and whether induction has been passed.

Section 128 checks
An individual can be restricted by the Secretary of State taking part in management or governance of schools by issuing a direction under Section 128 of the Education and Skills Act 2008

Directions issued under section 128 can be checked using DfE Teacher Services.

These individuals are barred from:
- taking part in the management of independent schools, academies or free schools
- being a governor at a local-authority-maintained school
- These are listed alphabetically by surname

Health
Advice can be obtained from the Central HR administration team on any information regarding health or disability declared on application forms or at interview and how this may be further considered within the provisions of the Equality Act 2010.

A new employee Health & Medical questionnaire can be found here.

A Health & Medical risk assessment can be found here.

Right to work in the UK
Employers are required to verify an employee's right to work in the UK before employment begins. All candidates will need to present on the day of their interview acceptable forms of right to work documentation, qualifications and ID.

All schools/provisions should ensure they check, copy and retain evidence of documents following current GOV.UK guidance to help you carry out either type of check, or use the Home Office's Employer's right to work checklist. Schools can also use the Home Office's current 'right to work share code' when checking documents.
Further guidance on right to work checks can be obtained from the Central HR team.

Further checks if the person has lived or worked outside the UK
The application process for criminal records checks or 'Certificates of Good Conduct' varies from country to country. Candidates will have to apply in the country or to the relevant embassy in the UK. Further information on applying for criminal records checks from overseas is available here:
https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants

A list of embassies and consulates contact details is available here:
https://www.gov.uk/government/publications/contact-an-embassy

Candidates may also wish to contact the police authorities in the area in which they stayed and should request that the Certificate of Good Conduct is issued in English or obtain a certified translation of the certificate.

A checklist for required onboarding checks prior to the start of employment can be found here.

Disqualification under the Childcare Act 2006
Schools must ensure that they are not knowingly employing a person who is disqualified under the 2018 regulations in connection with relevant childcare provision. They must also ensure that they do not apply these arrangements to individuals who do not fall in scope or are specifically excluded. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff.

Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described in the staff covered and staff who may be covered sections is made aware of the legislation. Schools must make these staff aware of what information will be required of them and how it'll be used to make decisions about disqualification.

The following categories of staff are covered by the legislation:
Staff who work in early year's childcare. This covers the age range from birth until 1 September following a child's fifth birthday and includes education, childcare and any supervised activity during or outside of school hours. The DfE statutory advice states those providing education, childcare or supervised activity during school hours to children above reception age are not covered by the legislation.

Staff providing certain later year's childcare. Relevant later year's provision is defined as childcare provided by the school outside of school hours for children above reception age but who have not attained the age of 8. This does not include education or supervised activity for such children during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but does apply to before school settings, such as breakfast clubs, and after school provision.

Staff who are directly concerned in the management of such early or later years provision.

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation. The criteria for disqualification under the 2006 Act and 2009 Regulations include:

- Inclusion on the Disclosure and Barring Service (DBS) Children's Barred List.
- Being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation).
- Certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations *(in relation to England, the only relevant order for these purposes is a Care Order under the Children Act 1989, or equivalent under previous legislation)*.
- Refusal or cancellation of registration relating to childcare*, or children's homes, or being prohibited from private fostering**, as specified in Schedule 1 of the 2009 Regulations.
- Living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations.
- Being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom.
- Relevant offences and orders are listed in Table A and B of the DfE statutory advice. However, the above list and the DfE statutory advice are not comprehensive. Further details about the specific orders and offences which will lead to disqualification are set out in the 2009 Regulations: The Childcare (Disqualification) Regulations 2009.

Where the legislation is relevant to the role, it is recommended schools ask applicants to complete a staff self-declaration form prior to commencing work. It is recommended that this is requested early on in your recruitment process, to allow time for consideration of any positive declaration. Although an individual can usually apply for a waiver of disqualification, they may not work in relevant childcare or the management of such provision while a waiver application is being considered.

Advice on dealing with positive declarations is available from the Consortium central administration team.

9.0 Single central record
The Single Central Record (SCR) demonstrates that it has carried out all mandatory pre-employment checks on staff and, where appropriate, others who have regular contact with children in the school.

There is no specified format for the SCR, although it must be accessible to inspectors. All schools are required to use the template SCR located on their school Every HR system. All Consortium schools / provisions should ensure their SCR is stored securely, in accordance with Consortium policy and current

Data Protection legislation (including GDPR). All school staff, supply and agency workers, volunteers, LC members and contractors must be listed on the SCR. All centrally employed staff and Trustees are to be listed on the Trust Every system and shared with the other settings.

Ofsted expects schools to be able to demonstrate that they meet all regulations and duties for the purposes of the safeguarding judgement under leadership and management in the relevant Ofsted inspection handbook. Inspectors will check the SCR early in the inspection with the expectation that it will be complete and meet statutory requirements.

Although it is not a statutory requirement, the DfE advises schools it is "best practice" to record on the SCR the name of the person(s) who carried out checks. Noting initials alongside dates or the other information should be adequate.

All Consortium schools / provisions must ensure that the SCR is accurate and up-to-date at all times. If you require advice and assistance at any time, contact the Consortium central administration team.

When checking the completeness of the SCR, it is helpful to remember:

For existing staff with continuity of employment that pre-dates the above requirements, the KCSiE advice states:

If a school or college has concerns about an existing staff member's suitability to work with children, the school or college should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, the school or college is not required to request a DBS check or barred list check
Where a worker is not directly employed by Consortium (for example, an agency supply teacher) the agency is responsible for carrying out relevant checks. The school / provision does not need to carry out the checks or see the evidence of the checks. However, the school must obtain written confirmation from the other organisation that they have carried out the relevant checks for anyone they provide to the school.

Advice on appropriate and required checks for LC Members, volunteers, contractors, visitors, can be found in Guidelines for SCR checks here.

10.0 Induction and probationary procedures

The natural conclusion to any recruitment process is planning for the new employee's induction.
The purpose of induction is to ensure the effective integration of staff into the organisation for the benefit of both parties. For employers these include improving the person-job fit, reducing turnover and absenteeism, and increasing employee commitment and job satisfaction – ensuring the school's significant investment in recruitment and selection processes is returned. For employees, starting a new role in a new organisation can be an anxious time and an induction programme enables them to understand more about the organisation, their role and ways of working, as well as meet colleagues.

A good induction programme contains the following elements:

- A clear outline of the job/role requirements
- Explanation of terms and conditions including key policies
- Orientation (physical) - describing where the facilities are
- Orientation (organisational) - showing how the employee fits into the team and how their role fits with the organisation's strategy and goals

- An awareness of other functions within the organisation, and how the employee fits within them
- Meeting with key senior employees (either face to face or through the use of technology)
- Health and safety information - this is a legal requirement
- Details of the organisation's history, its culture, values and services
- Practical information such as how to contact IT and when the fire alarm tests take place.
- All new external appointments to the Trust are subject to a probationary period, normally of 26 working weeks (see separate policy and procedure).

An induction checklist can be found here.

11.0 New appointment information

Alongside the pre-employment checks it is important to provide Central HR with all of the required financial documentation to ensure a timely and accurate payroll process can be completed. These documents can be found here and include:

- HR New Starter Form (includes working patterns)
- Bank Details Form
- HMRC Starter Checklist
- Personal Data Form
- Photo Permissions
- Annual statutory documents (provided by your office manager)
- Creation of EveryHR staff profile (created by HR)
- Creation of staff email address (created by HR)
- Staff photo/name badge (created by HR)
- Signed contract (created by HR)
- Pension Information
- Pecuniary Interest
- Childcare Disqualification form