



Slimbridge Primary School

Recruitment and selection policy

Policy status	
Responsible	FGB
Policy reviewed/amended	December 2021
Policy review term	Annual
Policy due for renew	December 2024

1. Purpose and philosophy

This policy sets out the procedures to follow when recruiting staff for Slimbridge School.

Slimbridge Primary School is committed to being fair in the way that it recruits. Candidates will be selected on the basis of who most closely meets the stated requirements of the job, and who is suitable to work in a school. The school will ensure that it follows current guidance about best practice to comply with legislation.

Slimbridge is committed to the development of its staff and will guarantee an interview to any member of staff who meets the essential requirements of the post.

This policy relates to the recruitment for established posts within the school. Sourcing of supply staff lies outside this policy (see Supply cover policy).

2. Procedure

The head teacher will act as a central point for monitoring the recruitment procedure. Any member of staff wishing to initiate recruitment must contact the head teacher before proceeding. Unless specified otherwise, the administration of the recruitment process will be carried out by the School Business Manager (SBM).

When a vacancy occurs the head teacher and the Full Governing Board (FGB) will decide whether to appoint to the same post or to introduce a change to suit better the requirements of the school to ensure best outcomes for pupils. No recruitment can take place unless authorised by the FGB. FGB will also be consulted if there are financial implications.

All permanent and temporary teaching posts will be advertised unless:

- a post has been ring fenced
- it is suitable for an internal redeployment
- it is suitable employment for an existing member of staff who is no longer able to carry out the principal duties of his/her present job
- a teacher nominated by the LA is accepted for the post.



A job description and person specification will be agreed, along with the recruitment panel and recruitment procedure (see attached guidance notes for details).

All job descriptions will include a statement about the school's commitment to safeguarding, and the promotion of equality of opportunity.

The recruitment procedure will always include an interview, and the panel must include at least one person who has undertaken safeguarding in recruitment (safer recruitment) training.

All applications will be made by application form, and the same people will both shortlist and interview. Any part of the application form which includes personal details (names, age, ethnicity, gender etc) will not be available to those shortlisting.

No application received after the closing date will be put forward for shortlisting.

All interview questions and recruitment methods will be designed to check the criteria within the job description and person specification. There will be a question about safeguarding and equality of opportunity in every interview.

All unsuccessful applications will be kept for 6 months after the day of interview, and then destroyed.

The details of successful candidates will be stored with their personnel files. Information relating to recruitment will be kept for 6 years, regardless of whether the individual leaves before that time.

When the job offer is made it must be made clear that this offer is subject to receipt of a clear DBS check, Right to Work in the UK documents and the receipt of two satisfactory references. *A verbal offer is legally binding.*

The SBM will carry out all necessary checks before the person starts work.



Guidance notes

1. Preparation

1.1. *The job description*

The head teacher, in consultation with staff and governors as required, will draw up a description of the key duties, accountabilities and areas of control of the post. All post descriptions will include reference to the school's equality and safeguarding policies. A job description provides an overview of the range of tasks and responsibilities a post within an organisation has. The "purpose of the job" should be able to answer for the post holder the question "why am I here?" The job description is not about the person who holds the post. It often contains details about to whom the position reports, levels of accountability or authority. It makes sure that everyone is clear about what can be expected of the post holder. It should be agreed for recruitment and then reviewed regularly (usually at performance reviews, or at a time of change) to make sure it is an accurate reflection of activities.

The contents of the job description will be drawn from experience of what the job has entailed or must include and the expectations of those who receive the 'service' provided by the post.

Within the school setting there will be some areas which are common to all job holders, for example: safeguarding and health and safety, and a general statement about undertaking tasks, when asked, which are reasonable and consistent with the level of the post.

1.2. *Person specification*

From this job description, the head, in consultation with others, will agree the person specification. These provide a description of skills, aptitudes, knowledge, qualifications and experience that are needed to be able to carry out effectively the duties within the job description.

These criteria will be listed as essential or desirable. Some criteria can only be assessed after shortlisting (for example, interpersonal skills; verbal communication skills) (see example in Appendix A).

1.3. *Selection process*

The head, in consultation, will agree the approach for selection. This will always include an interview, and may also include other exercises, observation, etc as appropriate. The panel will also agree key questions to be asked at interview.

Where and how to advertise will be agreed by the head in consultation with others.



1.4. Application packs

All applications must be made using the standard application form. All applicants will, as a minimum, be provided with the following information:

1. an application form (see Appendix C)
2. a job description and person specification (see Appendix A for examples)
3. guidance notes on the application and recruitment process (see Appendix G)
4. a summary of the school's equal opportunities policy (as detailed on the school website)
5. a policy statement about the school's commitment to safeguarding and promoting the welfare of children (as detailed on the school website).

The SBM will be briefed on the agreed arrangements before sending out the application packs.

2. Convening the selection panel

The panel will usually include the head, unless it is the head's post being recruited.

The same people who will form the panel for interview will also do shortlisting (at least two of the panel to do shortlisting). Before advertising, the panel must agree the date when they will shortlist and the date when they will interview.

The panel must decide if they will give unsuccessful candidates feedback (and if so how and by whom).

The panel will decide whether applications will be acknowledged. If they decide not to acknowledge applications this will be stated in any advertisement.

3. Advertising the position

Advertising must be in media appropriate for the job role. It will provide a brief description of the post and key qualities required. All advertisements must include safeguarding details, an explanation of how to apply, and closing date for applications.

4. Managing the response

When the application forms are received the section containing personal information, which could lead to bias (name, age, ethnicity, etc), is at the end of the form and can be stored separately and securely.

The application forms should be signed by the applicant – if there are any subsequent issues, this helps from a legal perspective. If the form has an electronic signature, obtain a written signature if they are shortlisted and come in for interview.

The School will acknowledge receipt of applications if that is what was agreed.



Any applications received after the closing date will not be put forward for shortlisting.

When the closing date has passed, the application forms (without confidential data) will be passed to the panel with shortlisting templates. Copies may be made if the shortlisting cannot be done by everyone on the same day and in the same place.

5. Shortlisting and sending invitations

Shortlisting is focused on the requirements of the job description and person specification. Shortlisting decisions are made on the basis of information provided in the application form measured against the job description and person specification.

- Review against the role/candidate profile. Have candidates got the relevant experience/skills that are required?
- Do candidates have the relevant qualification, if appropriate, that is required? If not, does their experience give them the same level of ability that is required?
- Can candidates work the hours required?
- Do candidates have the right to work in the UK?
- Do candidates have any criminal offences that may affect their ability to work in the school?
- Review the application for any special requirements for attending interview and review what reasonable adjustments can be made.
- Highlight any areas of concern that need to be specifically investigated. i.e. any gaps in candidate's career history or reason for leaving a previous employer.

When each member of the panel has made their assessment, they will agree whom to invite for the next stage of recruitment. No-one who has not demonstrated the criteria rated as "essential" will be taken forward to the next stage. They may add to the list of interview questions to make sure that any areas not covered within the application form can be explored.

All successful candidates will be invited for interview by letter. Successful candidates may be telephoned and invited to the next stage of recruitment, but this must be followed by a letter to confirm the arrangements.

Unsuccessful candidates will be notified in writing if this is what was agreed.

6. References

References should be obtained for all short-listed candidates, including internal candidates—references should be obtained prior to interview where possible (see Appendix F for example of reference request letter). If there are concerns regarding an applicant's reference, do not progress that candidate any further or investigate thoroughly during the interview process.



Referees should be sent job description and person specification and their opinion sought on how the applicant meets the requirements of the role. As a minimum the referee should be asked to state whether they are aware of anything that might give rise for concern about the person's suitability to work with children, and specifically whether the person has been the subject of allegations about their behaviour towards children.

Open references should NOT be accepted – these could be the result of a mutually agreed settlement.

If a candidate has worked with children previously, whether on a paid or voluntary basis, then at least one reference should be obtained from the person or organisation that employed the applicant to work with children, even if that is not the applicant's current or most recent employer. This may mean requesting an extra reference.

If suitable references are unavailable (through company policy, for example), alternative references should be sought. If additional references have been sought but are unavailable, extra diligence should be observed during the interview process.

7. The interview and selection

The panel will ensure that arrangements are in place to guarantee that interviews and any other selection method are appropriate and run to time. They will agree who chairs the panel, and which questions will be asked by whom and note any points about the job to highlight with the candidate (hours of work/pay/ etc).

They will have a template for each candidate (see Appendix B) so that the panel can make constructive notes for all candidates. When the recruitment process is complete (i.e. an offer of employment has been accepted) all non-short-listed candidates application forms with the notes attached need to be retained for 6 months.

All applicants invited to an interview will be treated fairly. The interview will focus on each applicant's skills. All candidates will be asked questions about their attitude toward children and young people and their ability to support the school's agenda for safeguarding and promoting the welfare of children. They will be asked at least one question relating to equal opportunities.

At interview, questions that could be construed as discriminatory should be avoided. Questions on the following subjects should not be asked:

- questions regarding candidate's health
- questions relating to race, religion or native language
- questions about marital status, children and future family plans

After a candidate has been selected they may be asked if they need any additional support.

The panel will make appropriate and factual comments against the set questions during the interview and notify the candidate at the start that you will be doing so.



This is to provide notes about what has been said so that the panel can make an informed decision regarding the candidates. In particular, the panel should be satisfied with the reasons for any gaps in the employment history and make notes of the reasons given.

All candidates will be offered the chance to ask questions of the panel and will be told when they will hear about the results of the interview.

Only when all candidates have been seen will the panel discuss their assessments and make their decision based on who was best able to demonstrate they matched the criteria of the person specification. The decision may be to not select any of the candidates, and re-advertise.

When the interviewing process is finished the interview notes along with shortlisting notes and the application form will be retained for six months.

8. After the decision

The successful applicant(s) will be telephoned as soon as possible after the decision by the head teacher. It must be made clear that this offer is subject to receipt of a clear DBS check and the receipt of two satisfactory references. *A verbal offer is legally binding.* The SBM then sends out a job offer pack as detailed below.

If not already provided, the candidate must bring in their Right to Work in the UK documents (e.g. passport). The SBM must see the original of the document and ensure that it is a genuine document and relates to the candidate. The SBM will copy the document(s) provided by the candidate and sign and date it to indicate that the original has been seen.

8.1. Job Offer Pack

The following documents are included in the job offer pack:

8.1.1. DBS form

8.1.2. Occupational Health Pre-Employment Assessment

8.1.3. Pre-Employment Health Questionnaire

8.1.4. Access to Medical Form Act 1968

8.1.5. Authorisation to Obtain Medical Report Form

8.1.6. MED1 form

8.1.7. BACS form

8.1.8. GCC Safeguarding Online Training details

8.1.9. New Starter Template Form

All personal information received during the recruitment process must be securely stored. Recruitment records and information will only be held for the statutory period in which a claim arising from the recruitment process may be brought – 6 months for unsuccessful applicants, 6 years for successful applicants.



SLIMBRIDGE

primary school



Appendix A

Example: Job description and person specification

JOB DESCRIPTION: CLASS TEACHER

Job Title:	Class Teacher (Reception)
Salary Scale:	Main scale
Hours/week:	Part time, Maternity leave Early Years. 1 day per week.

Job Purpose:

The Class Teacher will:

Teach a class of Reception pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;

Maintain the positive ethos and core values of the school, both inside and outside the classroom;

Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;

Ensure that the current national conditions of employment for school teachers are met.

Duties:

The Class Teacher will:

Implement agreed school policies and guidelines;

Support initiatives decided by the Head teacher and staff;

Plan appropriately to meet the needs of all pupils, through differentiation of tasks;

Be able to set clear targets, based on prior attainment, for pupils' learning;

Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;

Keep appropriate and efficient records, integrating formative and summative assessment into daily, weekly and termly planning;

Report to parents on the development, progress and attainment of pupils;

Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;

Participate in meetings which relate to the school's management, curriculum, administration or organisation;

Communicate with other teachers who are involved in the children's learning

Communicate and co-operate with specialists from outside agencies;

Lead, organise and direct support staff within the classroom;

Participate in the performance management system for the appraisal of their own performance.



PERSON SPECIFICATION: CLASS TEACHER

ATTRIBUTES	ESSENTIAL – ALL OF THE FOLLOWING	DESIRABLE – ANY OF THE FOLLOWING
Qualifications/ Training	<ul style="list-style-type: none"> • Relevant Teaching Qualifications • B Ed • Degree & PGCE 	<ul style="list-style-type: none"> • An up-to-date range of other professionally relevant courses
Experience	<ul style="list-style-type: none"> • Experience in teaching children in a mainstream school 	<ul style="list-style-type: none"> • Knowledge of Foundation Stage • Knowledge of National Curriculum • Experience in Reception • Experience of planning for phonics, reading, literacy and maths • Knowledge of Foundation Stage • Use of SMART Boards
Personal Qualities	<ul style="list-style-type: none"> • A warm, caring disposition with a genuine love of children, believing the child’s happiness and security are most important • To have a genuine interest in every child in their care • To have the ability to communicate with other teachers involved in the children’s learning. Working together to allow children to make good progress • To have an approachable manner and belief that education is a two way partnership between parents and school, where parents should be able to come to you at all times and feel that their voice is heard • A really ‘child-centred’ philosophy where the needs of the child come first 	<ul style="list-style-type: none"> • An interest in children’s literacy and knowledge of Talk for Writing • A clear understanding of the basic skills necessary to develop a foundation for mathematical development



	<ul style="list-style-type: none"> • The ability to enjoy the daily pleasures of working with young children and listening to their views • Belief in positive behaviour management backed by appropriate sanctions if necessary 	
ATTRIBUTES	ESSENTIAL – ALL OF THE FOLLOWING	DESIRABLE – ANY OF THE FOLLOWING
Aptitudes and Abilities	<p>Ability to</p> <ul style="list-style-type: none"> • Fulfil the requirements of the Teachers Pay and Conditions document and National Standards for teachers • Teach at least ‘good’ lessons most of the time with support • To have good management and delegation skills, ability to organise other adults working in the room • To be able to prioritise tasks, keep efficient records and work to deadlines • Work independently, showing initiative and to be self-motivated • Liaise effectively with staff, parents, pupils and governors • Work as part of a team • Be flexible and reliable 	<ul style="list-style-type: none"> • To teach (or have the ability to teach) outstanding lessons with support • Knowledge or interest in designing an objective led curriculum • Understanding of Foundation Stage
Special conditions	This is a one year temporary contract in the first instance	

Appendix B – Interview Record with Example Questions

Individual Interview record

Post Title – Rec, Year 1 & 2 P/T	Candidates name	Interviewer	Interview date		
Questions	Interviewer	Response	Fully met	Partly met	Not met
Suitability					
Why did you apply for this particular role?					
Please outline what you regard as your strengths in relation to the role you have applied for.					
What do you think makes a school successful?					
What experience do you have of teaching Reception, Year 1 & 2?					
School and Staff					
What role do you, as a classteacher, play in promoting the school's ethos?					
You will have a number of TAs working in both the classes, how does a TA best support learning?					
What other interests and expertise can you bring to the school.					
Teaching and Learning					
What does an effective lesson look like?					
How do you ensure all pupils are making good progress? Both Foundation stage and NC					

The class has a wide range of ability, how would you plan to meet everyone's needs?					
How would you support the children in the transition between spelling words phonetically correctly to using the correct form?					
To what extent is the class teacher responsible for children with Special Educational Needs?					
Behaviour management					
How would you deal with a pupil who is not co-operating or reluctant?					
What behaviour strategies do you think are effective with the younger children?					
How do you respond when a parent demands to speak to you because their child is being bullied.?					
Child protection					
Can you give me some examples of how you would contribute to making the school a safer environment for children?					
How would you organise your class in terms of provision for equal opportunities					
At break time, a child confides in you that they have been abused by a family member. What would you do?					

Further development					
How do you see your career developing?					
Any questions for us? Would you accept the job if offered?					

Appendix C

Application Form



App No: For office use only

Application Form for Employment (teaching and support staff)

Thank you for your interest.

Please complete all sections on this form. If any sections do not apply to you, please enter 'not applicable'. The information provided on the form will be considered by the short-listing panel who will decide whether you proceed to the next stage of the selection process.

This form is also available in large print, Braille or on audiotape on request.

Application for the post of _____ Position Ref No _____

Name of School / Establishment _____

Employment History

(Please give details of your current or most recent employment)

Post Title	From	To
Employer Name/ School / Establishment	Salary / Grade	
Full time / Part time	Period of notice	
Reason for leaving		
Description of key duties and responsibilities		

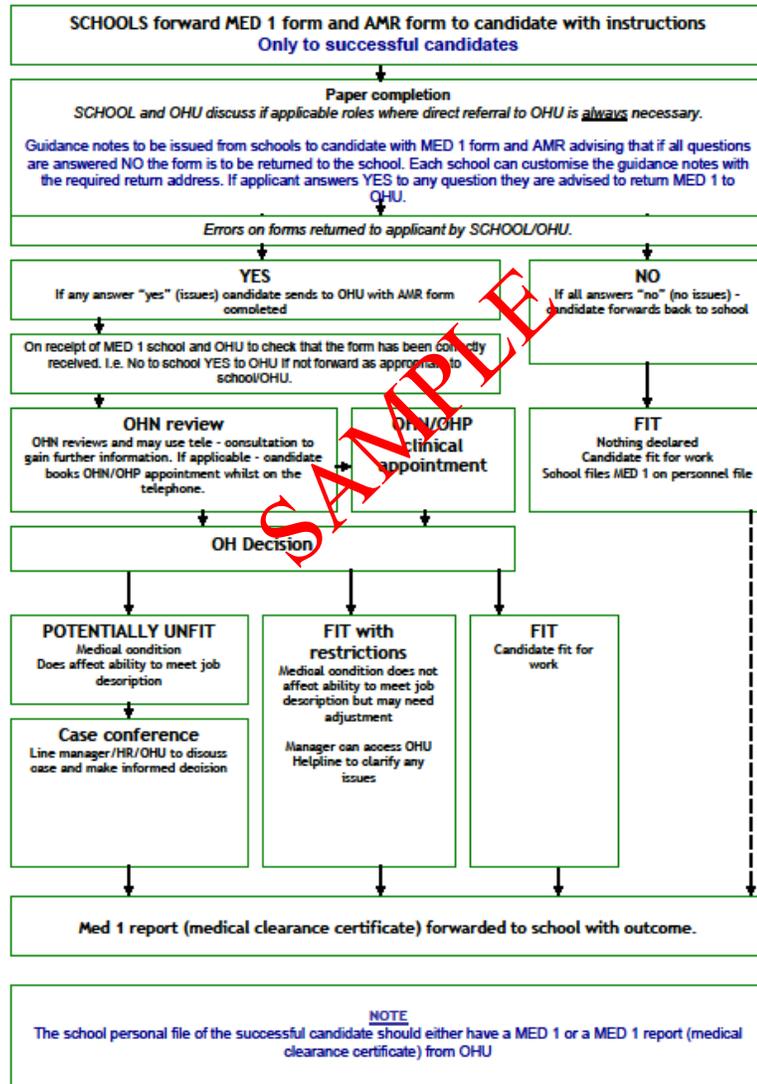
SAMPLE

Appendix D

Occupational Health Pre-Employment Process

PRE-EMPLOYMENT PROCESS SCHOOLS

v1.0 (11/09)



Appendix E

Occupational Health Pre-Employment Assessment Form



Form MED 1
(Rev 07/12)

Occupational Health Pre-employment/Placement Assessment

This assessment is to help the employer to identify any reasonable adjustments that may be required to the workplace (as required by Section 6 of The Equalities Act), and to identify any existing health condition that may affect the applicants ability to carry out the role or situations where the role could have an adverse effect on the health of the applicant.

The information provided will be *handled in the strictest confidence* (in compliance with the Data Protection Act 1988), any clinical details provided will not be passed to the employer.

Applicants are required to answer questions truthfully and to disclose any health related information to us. Applicants are advised that withholding information, giving false or misleading answers or failure to give the information requested to any of the enclosed questions may mean that your application is rejected or that they may be liable to disciplinary action including dismissal in the future. Please complete using BLOCK CAPITALS with no abbreviations.

SECTION ONE: TO BE COMPLETED BY THE RECRUITING MANAGER

PLEASE NOTE THESE DETAILS MUST BE FULLY COMPLETED	
Name:	
E Mail:	
Tel No:	
Address:	
Post recruiting to:	
If teaching role please state subject	
Proposed place of work	Department
Full time/part time/shift work – please state	Specify hours of work per week

SECTION TWO: TO BE COMPLETED BY APPLICANT - Please print clearly

PLEASE NOTE THESE DETAILS MUST BE FULLY COMPLETED			
Title:	First Names:	Surname:	
Date of Birth:	E Mail:		
Address:			
Telephone Numbers:	Home Telephone Number:	Work Telephone Number:	
	Mobile:		
We may need to contact you during the day to discuss information you have provided on this form, please circle the most appropriate telephone number.			

Continued Overleaf..

Appendix F
Reference Request Letter

SLIMBRIDGE PRIMARY SCHOOL

**Confidential and for the
attention of the addressee only**

Reference Request Form

Your name has been provided by the applicant, as a person who is able to provide information on the candidates' skills, experience, and integrity. We have received consent from the applicant and hope that you will be able to help us make an assessment of the applicant, by providing a clear and unbiased reference. We would be grateful if you could answer the following questions, based on your knowledge of the applicant and return the form as soon as possible. Please be aware that we may follow up this reference with a telephone call to confirm or clarify the information you have provided.

Reference For: (Applicant Name)	
Post Applied For:	
Reference Provided by:	
Your Post Title:	
Employer:	
Relationship to Applicant:	

Current/Last Employment

Start Date:	Leaving Date: <small>(This is particularly for posts which involve working with children/vulnerable adults)</small>	Current Salary: (or leaving salary)
Job Title of current/past role:		

Appendix G
Guidance Notes for Candidate

Candidate Guidance Notes for application to Slimbridge Primary School

The following information relevant to the post should be included in the pack:

- **Application form**
- **Job description**
- **Person specification**
- **Safeguarding Policy:** the school is committed to safeguarding and promoting the welfare of every child. The school's safeguarding policy is published on our website, available at:
<http://slimbridgeprimaryschool.org.uk/wp-content/uploads/2017/02/Safeguarding-Policy-T1-2016.pdfm>
- **Equal Opportunities Policy:** the school's equal opportunities policy is published on our website, available at:
<http://slimbridgeprimaryschool.org.uk/>

All applications should be made using the application form provided. Applications using other means (CV, for example) will not be considered.

When completing the application form, please provide information relevant to the specific role you are applying for, emphasising how your background and experience match the requirements of the person specification.

When providing details of referees, at least one referee should be a former employer, while the other could be someone with whom you have had a working relationship.

The successful applicant will be required to complete satisfactorily all pre-employment conditions, including a DBS check, before a conditional offer is confirmed.

All applications must be returned to Slimbridge Primary School by midday on <DATE>