Wiltshire Council

Wootton Bassett Infants' School

MODEL RECRUITMENT AND SELECTION POLICY PROCEDURE FOR TEACHING AND SUPPORT STAFF IN SCHOOLS

> This model policy will apply to both teaching and support staff working in Wiltshire Schools and has been agreed with the following recognised unions: ATL, NUT, NAHT, NASUWT, ASCL, Unison and GMB

Finalised April 2015 (Updated August 2022)
For adoption and implementation April 2015

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1.   Policy Statement

1.1   Employees are a school's most important resource. In serving the needs of its pupils, the school can only be as effective as the people it employs.

1.2   Successful and thorough recruitment and selection has a fundamental role to play in ensuring the people with the right combination of knowledge, competencies and personal attributes are appointed.

1.3   Under section 175 of the Education Act 2011, Governing Bodies of maintained schools are required to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. It is vital that schools adopt recruitment and selection procedures that help deter, reject or identify people who might abuse children or are otherwise unsuited to work with them, in order to safeguard children.

1.4   The governing body has overall responsibility for staffing matters at a school. The governing body decides the number of staff (both teaching and support staff). When a member of staff leaves, the governing body will decide whether or not to replace him or her. Due regard must be also given to the provisions of the School Staffing (England) Regulations 2009 which came into force on 2nd November 2009.

1.5   The governing body may delegate staffing functions to the head teacher, or an individual governor or committee of governors working with or without the head teacher.

1.6   The normal expectation is for the head teacher to lead the process of making staff appointments outside the leadership group (i.e. other than head teachers, deputy head teachers and assistant head teachers). The governing body should delegate these functions to the head teacher unless there are good grounds not to do so. The guidance of the Secretary of State for Education on this head teacher responsibility, which includes the circumstances in which these matters are not delegated to the head teacher, is contained in section 1 of the statutory Staffing Guidance.

1.7   The governing body of a Community or Voluntary Controlled school should invite a representative of the LA[1] to attend and offer advice on head teacher appointments. Any advice given must be considered by those concerned before making a decision on the appointment. In respect to Voluntary Controlled schools which are Church of England or Roman Catholic schools, and where agreed by the governing body, the appropriate diocese authority[2] should be granted the same advisory rights as the LA.

1.8   The governing body of a Foundation or Voluntary Aided school may also agree to give the LA rights to attend and offer advice on head teacher

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[1] The local authority has a statutory entitlement to send a representative to all proceedings relating to the selection of any teacher (Regulation 14 School Staffing (England) Regulations 2009).

[2] Recommendation only that an agreement is in place as no statutory entitlement accorded.

appointments. Where the LA is so invited under a relevant agreement[3], any advice given must be considered by those concerned before making a decision. Where appropriate the governing bodies of Church of England or Roman Catholic schools may agree to afford the relevant diocesan authority the same advisory rights as the LA.

2 Scope

2.1 This procedure is recommended to Governing Bodies for adoption by all schools.

It is vital that measures described in this guidance are applied thoroughly whenever someone is recruited to work in a school. Those are not only people who regularly come into contact with children or are responsible for children, but who regularly work in a setting where nevertheless, they will be seen as safe and trustworthy because of their regular presence.

2.2 **The Local Authority will not accept liability for any actions, claims, costs or expenses arising out of a school's decision not to follow this recommended policy or procedure, where it is found that the school's Governing Body has been negligent or has acted in an unfair or discriminatory manner.**

3 The Policy

3.1 This policy and procedure has been designed to provide detailed guidance to schools to develop and maintain high standards of professional and effective recruitment practice.

3.2 The policy guides schools in planning, monitoring and carefully undertaking recruitment.

3.3 Wootton Bassett Infant School is committed to safeguarding and promoting the welfare of children and young people in its recruitment practice and expects all school based employees and volunteers to share this commitment.

3.4 Good practice and equality of opportunity are integral to Wootton Bassett Infants' recruitment and selection processes. Recruitment and selection in Wootton Bassett Infants shall be approached in a fair, consistent, equitable, transparent and effective manner, with due regard for Equal Opportunities legislation including the Equality Act 2010.

3.5 In cases of redundancy and redeployment, alternative recruitment practices will apply[4].

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[3] A "relevant agreement" is an agreement in writing between the local authority and the governing body which entitles the authority to offer advice to the governing body in relation to the exercise of any such function to the extent provided, and which has not been terminated by the governing body by notice in writing to the local authority (Regulation 26 School Staffing (England) Regulations 2009).
[4] In order to avoid potential redundancies

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4   Guiding principles

4.1   Guiding principles, which reflect good employment practice and appropriate employment legislation, are those minimum principles established by the Local Authority, in consultation with Headteachers and the recognised Trade Unions and Professional Associations. These principles must be observed in recruitment and selection in schools.

4.2   These principles are highlighted as key steps in the following procedure summary.

4.3   These principles should be viewed as minimum 'must dos' designed to assist schools in making sound, informed employment decisions. The standards ensure measures to safeguard children.

4.4   Schools may introduce further standards, providing they do not conflict with these essential requirements.

5   Responsibilities

5.1   The Headteacher and the Wootton Bassett Infants Governing Body will be responsible for the management and implementation of this policy.

5.2   They will ensure that managers/supervisors and where appropriate, governors involved in recruitment and selection in Wootton Bassett Infants are aware of their responsibilities within this policy.

5.3   The school is responsible for providing a regular report to the governing body on the equality monitoring of its recruitment and selection decisions as well as reports on the composition of its workforce including anonymised analysis of any data held for monitoring purposes on the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

5.4   The Schools HR Advisory Team of the Local Authority will be responsible for ensuring that this policy continues to reflect the requirements of employment legislation and good practice. The Schools HR Advisory Team of the Local Authority will advise schools accordingly of any changes.

6. Recruitment and Selection Toolkit
A comprehensive toolkit is provided only to client schools of the HR Advisory service to support this Recruitment and Selection Policy and Procedure, it contains:

NO.	TITLE	CONTENT
1.	**Equal Opportunities – The school's statement of commitment**	• **Your Commitment to Equality & Diversity** • Your Equal Opportunities responsibilities
2.	**Recruitment and selection process**	• Step by step recruitment planning guide

3.	**Establishing the need for the role**	- The Stages of Recruitment - Establishing the vacancy - Establishing procedures - Who should be involved? - Planning
4.	**Designing the Job Description**	- Content of the Job Description - Writing the Job Description - Equal opportunities and Job Descriptions - Job Evaluation/Grading of the role (non-teaching)
5.	**Drawing up the Person Specification**	- What the person specification is used for - How to write a person specification - Equal opportunities and the person specification
6.	**Recruitment checklist**	Checklist for recruitment preparation
7.	**Advertising the vacancy**	- Advertising process - Equal opportunities and advertising
8.	**Selection methods**	- Advice on selection methods - Application forms - How to draw up a shortlist - Short-listing applicants with disabilities - note-keeping - Equal opportunities and short-listing - Interviews - Practical tests - Psychological tests
9.	**Shortlist checklist**	Checklist for short-listing process
10.	**Interviewing guidance**	- Aims of the interview - The informal interview - Preparation for the interview - Use of assessment form - Structure of the interview - Role of the chairman - Interview Questions - Making the selection decision - Informing the Successful Candidate - Informing Unsuccessful Candidates - Issue of Formal Contract of Employment - Equal opportunities and interviews
11.	**Selection process checklist**	Checklist for Selection Process

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12.	**Pre-employment checks**	• Use of Medical questionnaires under the Equality Act 2010 • References • The relevance of Criminal Records in Recruitment & Selection • Good recruitment practice on age issues • Disqualification by association checks • Prohibition of teachers checks
13.	**Preferred candidate checklist**	• Checklist for Preferred Candidate Process
14.	**Legal requirements to follow in recruiting and selecting staff**	• The Data Protection Act 1998 • The Asylum and Immigration Act 1996 • Employment of Children
15.	**Induction and probation**	• Responsibility for initial induction • Probationary Review and Confirmation of Appointment non-teaching staff • Newly Qualified Teachers (NQTs)
16.	**Equal Opportunities in the recruitment and selection process**	• Forms of discrimination to avoid under the Equality Act 2010 • Genuine Occupational Requirements "GORs" • What is 'Positive Action' • Employment of people with disabilities • Widening employment opportunities
17.	**Examples of adverts**	• Samples
18.	**Person Specification/Short-listing Form**	• Pro-forma
19.	**How to use the Interview Assessment Form**	• Pro-forma
20.	**Interview Assessment Form**	• Pro-forma
21.	**Sample Interview Assessment Form completed with questions and scores**	• Sample
22.	**Safer recruitment planning record**	• Pro-forma
23.	**Sample letters – including reference requests**	• Templates
24.	**Pre-employment Health Declaration**	• Health screening questionnaire (PEHD2) & guidance (PEHD1)
25.	**Guidance for carrying out online searches on shortlisted candidates**	• Guidance document

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