



Vyners Learning Trust

Safer Recruitment Policy

INTRODUCTION AND PURPOSE

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

1. IDENTIFICATION OF RECRUITERS

There will be at least one member of each recruitment panel who has received accredited training in the Safer Recruitment process.

2. INVITING APPLICATIONS

2.1 Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“(name of school) is committed to safeguarding all of its students. All staff are required to adhere to our safeguarding policies and procedures and undertake a full enhanced DBS check.”

2.2 Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the school’s child protection policy;
- the school’s recruitment policy (this document);
- the selection procedure for the post;
- an application form.

2.3 All prospective applicants must complete, in full, an Application Form.

3. SHORTLISTING AND REFERENCES

- 3.1 Short-listing of candidates will be against the person specification for the post (Appendix 1).
- 3.2 Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. References will be collected using the form (Appendix 2).
- 3.3 References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- 3.4 Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 3.5 Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 3.6 Referees will always be asked specific questions about:
 - the candidate's suitability for working with children and young people;
 - any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
 - the candidate's suitability for this post.
- 3.7 School employees are entitled to see and receive, if requested, copies of their employment references.

4. THE SELECTION PROCESS

- 4.1 Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- 4.2 Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).
- 4.3 After each interview, the panel will complete an Applicant Assessment form (Appendix 3), highlighting the strengths and weaknesses of the candidate.
- 4.4 Candidates will always be required:
 - to explain satisfactorily any gaps in employment;
 - to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
 - to declare any information that is likely to appear on a DBS disclosure;

5. EMPLOYMENT CHECKS

- 5.1 All successful applicants are required:

- to provide proof of identity
- to complete a DBS disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

In line with Government policy on 'barring by association', members of staff who directly manage / supervise students under the age of 8 years are required to make additional disclosures for safeguarding purposes. Full details are contained in the separate Childcare Disqualification Policy.

6. INDUCTION

- 6.1 All staff who are new to the school will receive induction training that will include the school's safeguarding policies, which they will be required to sign, and guidance on safer working practices.
- 6.2 Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s); following the Probation Procedure.

Appendix 1: Longlisting/Shortlisting Sheet

LONGLISTING/SHORTLISTING REQUIREMENTS

Job Title:

Requirements	Name	Name	Name	Name	Name	Name
1.						
2.						
3.						
4.						
5.						
6.						
TOTAL:						

0 = No evidence (of relevant experience/qualifications/qualities)

1 = Minimal evidence

2 = Some evidence (but only of limited responsibility or in a different type of school)

3 = Fair amount of evidence

4 = Strong evidence

5 = Very strong evidence (probably already in a similar post)

Appendix 2: Reference Request Form



Ryefield Primary School Applicant Reference Form

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Applicant name:

Post applied for:

The above named person has applied for a position at Ryefield Primary School and has given your name as a referee. I would be grateful, therefore, if you could complete the form below in order to assist us in drawing up a short list of candidates. The percentages described are intended as a very rough guide and I would ask you to use your professional judgement based on your experience of the applicant.

Please feel free to supplement the form with any other written comments that you would wish to draw to our attention. The form should be completed after reading the job description of the post advertised.

Miss M Spring

School Business Manager

		Please Tick As Appropriate					
		<i>A strength</i>		<i>An area for further development</i>			
		Outstanding Top 5%	Good 20%	Average Middle 50%	Below Average 20%	Weak Lowest 5%	No knowledge or no opinion
1.	Relationship with work colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Ability to communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Creativity/ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Ability to communicate openly with others even when not in agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Commitment to work beyond the working day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Positive and optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Willingness to work hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Ability to inspire others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Sense of fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17.	IT - general competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Implementation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Evaluation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Overall rating of the candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the candidate's greatest strength?	
What is the candidate's training needs in relation to this post?	
Please comment on the candidate's level of confidence.	
Is this candidate prone to grumbling with colleagues?	
How long have you known this candidate?	
What is/was your professional relationship with the candidate?	
What is/was the candidate's pay scale point?	

Please tick the appropriate response below, if it is appropriate:

1	I would retain or re-employ this candidate without reservation	<input type="checkbox"/>
2	I would retain or re-employ this candidate with slight reservation	<input type="checkbox"/>
3	I would not retain or re-employ this candidate	<input type="checkbox"/>

If you have ticked 2 or 3 above, please provide additional comments:

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Declaration:

I certify that to the best of my knowledge the details I have provided are correct

Name:	
Address:	
Contact Phone Number:	
Signature:	
Date:	

Thank you for completing this form.

Please return it to:

Name:	Madeleine Spring (SBM)
Email:	mspring@hgfl.org.uk
Address:	Ryefield Primary, Ryefield Avenue, Uxbridge, UB10 9DE
Phone number:	01895 238328 option 6

Vyners School – Support staff reference request form



VYNER'S SCHOOL

Headteacher: Mr J Heale BA (Hons)

Warren Road ♦ Ickenham ♦ Middlesex ♦ UB10 8AB

T: 01895 234342 W: www.vyners.hillingdon.sch.uk

E: office@vyners.hillingdon.sch.uk F: 01895 237955

Name of Applicant:

Post:

Your name has been given to me as a referee for the above individual.

I should be grateful if you would complete this form and return to me as soon as possible, preferably by email to mvincent@vyners.hillingdon.sch.uk or fax. Any information you pass on will, of course, be treated in the strictest confidence. I am enclosing details about the post to help you in this matter. Thank you for your co-operation.

How do you know the applicant?

How long have you known them?

If the applicant is a previous / current employee, please complete the following section:

Dates of employment	From:	To:
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Please supply details of their roles and responsibilities

Please say why the applicant left your employment (if applicable)

Please give details of the applicant's last salary

	Yes, without reservation	Yes, some reservations	No
If you had a similar post, would you re-appoint this applicant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To be answered by all referees:

Please comment on the suitability of the applicant for this post.

Could you please comment on each of the following (if applicable) by ticking the relevant box.

Aspect	Excellent	Good	Satisfactory	Unsatisfactory
Relationships with colleagues / teamworking				
Organisational skills				
Ability to meet deadlines / manage own time				
Receptiveness to new ideas / flexibility				
Initiative				
Timekeeping				
Understanding system or technical requirements				
Appearance				
Honesty / integrity / confidentiality				
Ability to represent their employer				
Staff management (if applicable)				

Are you aware of any reason why the applicant should not have substantial access to children? **YES / NO**

If yes, please give details, including information on any allegations made and / or disciplinary action taken

Name

Signed

Position

Date



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Appendix 3

APPLICANT ASSESSMENT FORM

Name of Applicant:		Date:
Post:		
Strengths:		
Areas for Improvement:		
Training Needs:		
Any Other Comments:		
Notification:	<p>Select/Reject (please circle)</p> <p>Person who notified candidate: Date/time notified: Signature:</p> <p>For successful candidates, please complete Appointment Form and submit with Interview Record to HR Office.</p>	
Interviewer with 'Safer Recruitment' Training/Accreditation:	Name: Signature:	
Interview Panel:	Name: Signature: Name: Signature:	