

# **Safer Recruitment & Selection Guidance for Education Providers in Solihull**

## Safer Recruitment & Selection Guidance

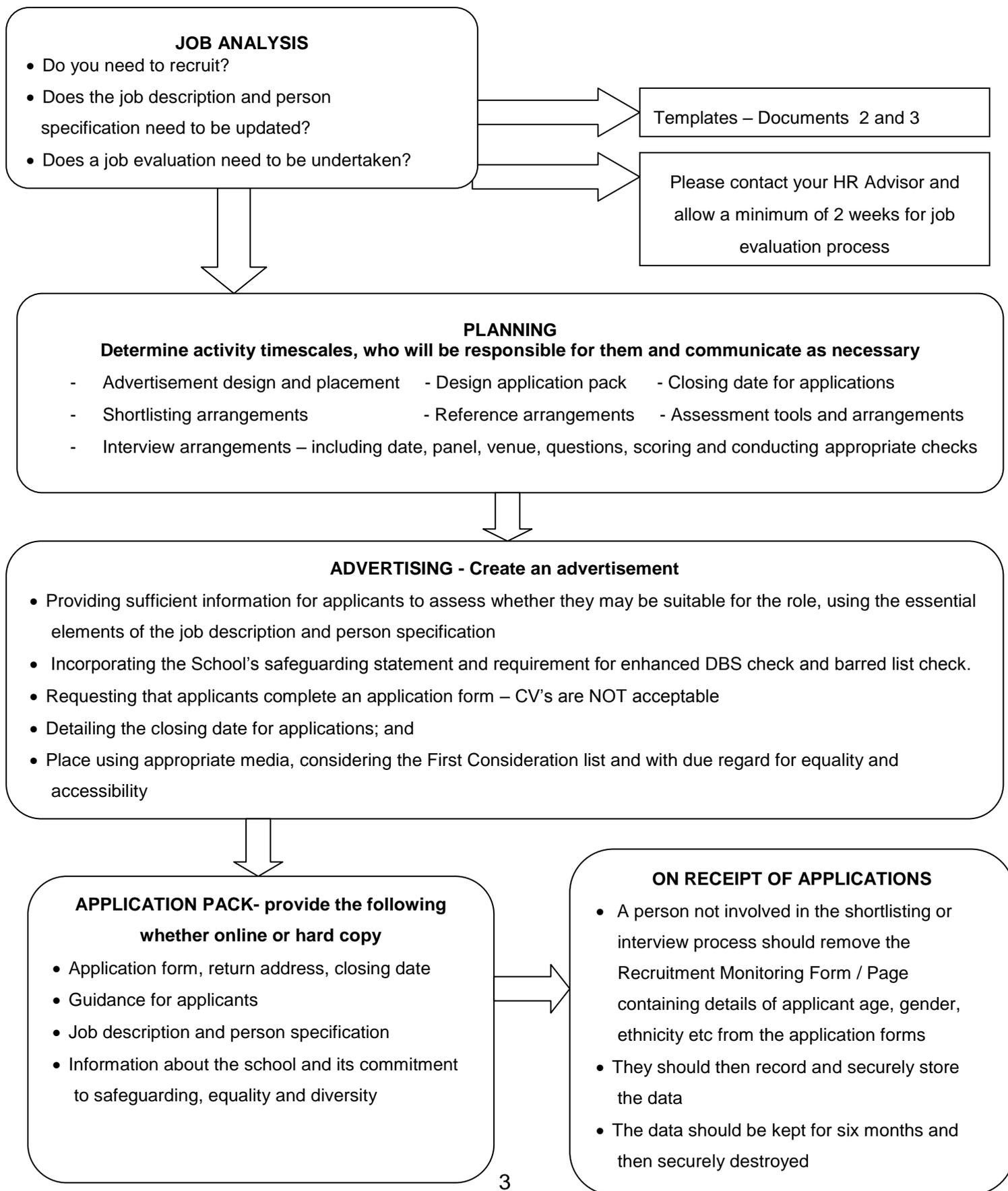
This guidance document should be read in conjunction with the Safer Recruitment and Selection Policy.

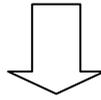
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## Document 1 – Recruitment and Selection Activity Flowchart

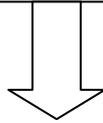
(Overview - Please refer to the detail of the Policy for further advice)





## SHORTLISTING

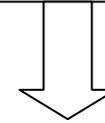
- Create Shortlisting Matrix using the requirements set out in person specification ONLY (Document 5)
- A minimum of 2 people should shortlist the applications separately and then meet to discuss their decisions
- One of the people shortlisting MUST have successfully completed the Safer Recruitment Training course endorsed by the Children's Workforce and Development Council and the National College for School Leadership.
- Identify gaps and issues to be explored at interview
- Identify candidates who may have declared on their application form that they have a disability – be mindful that if they meet all of the essential criteria they will be guaranteed an interview, and that they may require reasonable adjustments to be made to facilitate their participation in the interview and assessment process.



## INVITATION TO INTERVIEW

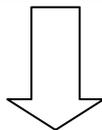
### **The letter inviting shortlisted candidates to interview should:**

- Inform them of what to expect on the day, for example timings, assessments, the names and roles of the people on the interview panel
- Inform them of the documentation that they will need to bring with them to enable you to conduct the relevant checks
- Ask whether they require any reasonable adjustments to be made to the interview and / or assessment process as a result of a disability



## REFERENCES

Ideally references should be obtained prior to interview. It should be noted however, that unless references are received for all candidates before the interview, they cannot be taken into account at this stage when making the decision who to appoint.



## INTERVIEW, ASSESSMENT AND OFFER

**Appropriate interview questions and assessment tools, and the manner in which they are to be scored and if necessary weighted, should have been determined as part of the recruitment and selection planning process.**

- At interview / assessment ensure: That candidate's attitudes and motives towards safeguarding and children are explored, along with any gaps in their applications; That all candidates are assessed in the same manner / asked the same questions with the exception of probing questions, and that thorough records are kept of all questions, responses and assessment activities – These should be securely stored on file for 6 months following interview; That the necessary qualification and eligibility to work checks are completed.
- **All offers of employment are subject to receipt of a minimum of 2 satisfactory references, DBS clearance, barred list check and medical clearance**

**Document 2 – Safer Recruitment Checklist**



**Safer Recruitment Checklist**

**School:** \_\_\_\_\_

**Recruitment to post of:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Before you release your post . . .**

<b>Step 1</b>	Ensure that you have an up to date recruitment and selection policy that describes the process and roles before you begin.	
<b>Step 2</b>	Ensure that your organisation has a safeguarding policy and that a statement about the organisation’s commitment to safeguarding is included in all recruitment and selection materials.	
<b>Step 3</b>	Ensure that you have an up to date job description and person specification for the role you wish to recruit to, that have been agreed with the recruiting manager	
<b>Step 4</b>	Ensure equality of opportunity	
<b>Step 5</b>	Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment, vetting and barring checks, and your commitment to safeguarding	
<b>Step 6</b>	Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy / statement and application form	
<b>Step 7</b>	Organise the recruitment panel	

**Before you interview . . .**

<b>Step 8</b>	Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview	
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<b>Step 9</b>	Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references	
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<b>Step 10</b>	Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all the necessary information (taking into account requirements for disabled applicants)	
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**Before you select your preferred candidate . . .**

<b>Step 11</b>	Ensure that a face to face interview is conducted for all shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description.	
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<b>Step 12</b>	Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form.	
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**Before you formally appoint . . .**

<b>Step 13</b>	Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role.	
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<b>Step 14</b>	Ensure that your preferred candidate is informed that the offer of employment is conditional on receiving satisfactory information from all necessary checks.	
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**After appointment . . .**

<b>Step 15</b>	Update Single Central Record.	
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<b>Step 16</b>	Ensure that your employee successfully completes his/her induction and probationary period.	
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<b>Step 17</b>	Ensure that your employee receives on-going supervision, performance management and continuing professional development.	
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## Document 3 – Pre-appointment Checklist



### Pre-appointment Checklist

Employee Name: \_\_\_\_\_ School: \_\_\_\_\_

For all employees the following checks must be undertaken as part of the safer recruitment process.

Type of check	Requested	Evidence	Checked by	Date
Check of professional qualifications				
Identity check				
Check to establish the person's right to work in the UK				
Barred list check				
Enhanced DBS check				
Prohibition from Teaching Check including teachers from EEA countries				
Section 128 check for employees appointed to a management post in an Academy, Free Trust School or an Independent School				
Further checks on individuals who have lived or worked outside the UK				
References				
Medical clearance				
Childcare disqualification by association check				

Once all the checks have been made and appropriate clearance received, the safer recruitment process requires the information to be input to the school's Single Central Record.

Type of check	Requested	Evidence	Checked by	Date
Input to Single Central Record				

## Document 4 – Job Description

### Job Description

(if required place school logo here)



**Solihull**  
METROPOLITAN  
BOROUGH COUNCIL

This School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>	
<b>School</b>	
<b>Salary Band/Range</b>	
<b>Responsible to</b>	
<b>Location</b>	
<b>DBS Check</b>	
<b>Special Conditions</b>	

#### 1. Job Purpose

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#### 2. Key Responsibilities

	<b>2.1</b>	<b>Main Duties</b>
	<b>2.2</b>	<b>People</b>

2.3	<b>Safeguarding</b>
	School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
2.4	<b>Financial</b>
2.5	<b>Buildings &amp; Equipment</b>
2.6	<b>Health &amp; Safety</b>
	<p>Health and safety laws require all employees to help the School maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the School, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.</p> <p>All duties and responsibilities must be carried out in line with the School's Health and Safety Policy and any local safety procedures.</p>
2.7	<b>Information Management</b>
	As an employee of the School, the post holder will be expected to manage information in accordance with School policies. The postholder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998.
2.8	<b>Policies &amp; Procedures</b>
	The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

<b>3.</b>	<b>Other Conditions</b>	
<b>3.1</b>	<b>Mobility</b>	
		Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
<b>3.2</b>	<b>Equal Opportunities</b>	
		School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
<b>3.3</b>	<b>Variations to Job Descriptions</b>	
		Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.
<b>3.4</b>	<b>Training and Development</b>	
		The School is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
<b>3.6</b>	<b>Solihull Behavioural Framework</b>	
		The School expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

<b>Compiled/Reviewed by:</b>	
<b>Date:</b>	

**Document 5 – Person Specification**

# Person Specification



This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>		<b>Post No</b>	
<b>School</b>			
<b>Salary Band/Range</b>			
<b>Responsible to:</b>			

	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
<b>Education &amp; Qualifications</b>			

<b>Skills &amp; Abilities</b>			

<b>Experience &amp;</b>			
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<b>Knowledge</b>			

<b>Core Behaviours</b>	<b>Excellence</b> - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	<b>Simplicity</b> - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.	Interview
	<b>Trust and Respect</b> -You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.	Interview
	<b>Working Together</b> - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	<b>Responsibility</b> - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.	Interview
	<b>Leadership</b> - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.	Interview

<b>Other Requirements</b>			
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<b>Compiled/Reviewed by</b>	
<b>Date</b>	

## Document 6 – Sample Adverts

### Class Teacher

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All positions in this school will be subject to DBS checks.

Class Teacher

Required for September 201X

Salary: MPS/UPS

Are you looking to be part of a successful school?

Following a very recent, successful promotion to senior leadership, we now have a vacancy within our team for September 201X.

We are keen to take this opportunity to appoint an experienced good/outstanding KS2 class teacher who combines professional expertise with good communication and organisational skills and are looking to develop their career path in a well-respected, successful school.

The successful candidate will:

- Have high expectations and a positive outlook
- Be a good/outstanding class practitioner
- Be both creative and independent in their teaching
- Be able to engage and enthuse pupils in learning at all times
- Be focussed on maximising progress for every child
- Understand the importance of assessment, feedback and differentiation

What we can offer:

- To work with a vibrant, confident staff and pupils
- To work in a school with high expectations and high standards of achievement and behaviour
- A highly resourced and high quality working environment
- Outstanding professional development linked to leadership at all levels
- A high quality working environment

x School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to undertake an enhanced DBS check and other relevant checks as appropriate.

Visits to our school are welcome. An application form, person specification and job description is attached to the advert or available from the school office.

e-mail: \_\_\_\_\_ or on the Solihull jobs website: [www.solihull.gov.uk](http://www.solihull.gov.uk)

Closing date:

Interview date:

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All positions in this school will be subject to DBS checks.

## Business Manager

Salary £X

### Required For September 201X

The Head Teacher and Governing Body of this hard working and successful school are looking to appoint a Business Manager as part of our Senior Leadership Team.

The role has primary responsibility for the following:

- Strategic leadership of the school's financial resources in partnership with the Headteacher
- Premises, Health and Safety and Risk Assessment
- Sourcing and generating additional income and funds for the school
- All aspects of preparing and submitting bids
- Line Managing the School's Administrative team

The successful candidate will:

- Enjoy working with children and a range of staff members;
- Hold a Certificate in School Business Management;
- Have considerable experience of being responsible for large budgets and expenditures
- Have effective organisation and communication skills;
- Have good interpersonal skills;
- Have the ability to lead and manage projects;

The successful applicant will be expected to undertake an enhanced DBS check and other relevant checks as appropriate.

Visits to the school are welcomed. Please contact the school to make an appointment. An application pack including an application form and job specification can be downloaded from Solihull jobs website: [www.solihull.gov.uk](http://www.solihull.gov.uk)

Applications can either be posted to the above address, or emailed to .....for the attention of .....

Closing date for applications is .....

Interviews will be held on .....



## **Document 8 – Asking Good Questions**

The aim of an interview is to assess the candidate's ability to do the job in question. The candidate should do most of the talking, for probably about two-thirds of the time available.

Questions should focus only on eliciting information relevant to the job.

### **Question Types or Styles to be Encouraged**

#### ***Open Questions***

These encourage the candidate to express their views and should be used to elicit attitude as well as facts. General open questions such as 'Tell me about your experience of .....' can then be followed by a more specific probing question e.g. 'what exactly did that entail....?'

#### ***Hypothetical/Situational Questions***

This type of question presents the candidate with a scenario and asks what they might do in a given situation e.g. 'if you were asked to organise x how would you go about this?'

#### ***Behavioural Questions***

This type of question draws on candidates previous experiences and how they responded to a certain situation e.g. 'Tell me about a time when you.....'

#### ***Probing Questions***

This type of question is designed to search for information in greater depth. There are a number of ways in which the interviewer can 'probe' depending on what they wish to achieve.

#### ***Showing Interest and/or Encouragement***

*Non-verbal noises*:- 'Hmm', 'oh', 'uhh', etc., can encourage the speaker to continue.

*Supportive statements*: for example, 'I see', 'and then', 'that's interesting', will often help them continue.

*Key word repetition:* 'Difficult', 'challenging', especially if asked with a questioning inflection.

*Mirror questions:* 'He said it was a good buy?' reversing a statement to a question.

### **To Seek Further Information**

*Pause* - don't be afraid of silence as it is often very effective at getting the speaker to add more.

*Simple interrogation* - 'Why' or 'Why not?' but try to soften them by adding more to the question.

*Extension questions* - 'How do you mean?' or 'How do you know?' Make sure you keep them open.

### **To Explore Opinions or Attitude in Detail**

*Opinion-investigation* - 'To what extent do you feel.....?'

*Reflection* - Checking out the speaker's feelings and reflecting back 'you feel', 'you consider',

*Summary:* Checks understanding 'As I understand.....', 'You seem to be saying..'

### **The Funnel Technique**

The funnel technique is a structured method of questioning so that the interviewer gains all the required information from the candidate and the interview has a structure which is clear to the candidate.

Begin with asking an open question e.g. 'Tell me about.....'.

Follow up the candidate's response by asking a probing question e.g. 'what did X involve?' or 'I'm interested in your experience of Y, can you tell me a little more?'

This can be further followed up if the interviewer still hasn't got all the required information e.g., 'So, you say you were responsible for X; how did you manage the responsibility?' Or a closed question may be appropriate, e.g., 'Were you solely responsible, or were you part of a team?'

After the exploration and funnelling down of the information it is good to then summarise and check the answers. 'So, you were involved in Y and specifically had responsibility for X and you managed this by yourself rather than as part of a team?'

## **Question Types to Avoid**

### **Closed Questions**

These usually invite only a single word answer which does not help the interviewer very much. Closed questions should be used as little as possible.

### **Leading Questions**

Questions such as 'Do you get on well with your colleagues?' or 'Do you work well under pressure?' Will indicate to the candidate the answer you expect.

### **Multiple Questions**

Rambling multiple questions such as 'What makes a good Housing Officer and do you think it's a good idea to have experience in the private sector?' are best avoided because the interviewee will answer only one part of the question - usually the part they find easiest.

### **Self-Assessment Questions**

'What makes you think you can do this job?' or 'How do you think you will be able to cope with a newly appointed team?' These questions need to be carefully thought through candidates may often have prepared the "correct" answer for this type of question.

**Document 8a – Competency Interview Questions**  
**Competency Interview Questions to address suitable personal behaviours**  
**for teaching: (including safeguarding children and young people)**

These are examples of questions and indicators, these are to provide an illustration rather than to provide standard interview questions for on-going use.

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Convincing responses based on balanced understanding of self and circumstance.</li> <li>• Has a realistic knowledge of personal strengths and weaknesses.</li> <li>• Examples of having considered/tried other options and alternatives.</li> <li>• A realistic appreciation of the challenges involved in working with children.</li> <li>• Evidence of others having supported and encouraged based on observation and personal talent.</li> </ul>	<p><b>1. Motivations for Working with Children</b>            Self-awareness/knowledge and understanding of self, interconnection between self and professional role.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• What do you feel are the main drivers which led you to want to work with children?</li> <li>• How do you motivate young people?</li> <li>• What has working with young people, to date, taught you about yourself?</li> </ul>	<ul style="list-style-type: none"> <li>• Unconvincing responses based on whimsical examples, not self-aware, don't see themselves as others do.</li> <li>• Driven by personal needs not needs of others.</li> <li>• Not realistic about personal strengths and weaknesses.</li> <li>• Unrealistic impression of what working with children is really like.</li> <li>• Failure to consider other alternatives.</li> <li>• Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.</li> </ul>
<ul style="list-style-type: none"> <li>• Behaves consistently and appropriately under pressure or in a position of authority.</li> <li>• Has control over emotions with adults and children.</li> <li>• Understands power position and how to seek help in difficult circumstances.</li> </ul>	<p><b>2. Emotional Maturity and Resilience</b>            Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation?</li> <li>• Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate responses when under pressure or when in a position of power.</li> <li>• Inconsistent responses.</li> <li>• Handles conflict badly.</li> <li>• Fails to control temper/emotions with children and/or adults.</li> <li>• Doesn't seek help when needed.</li> <li>• Fails to go to others for advice.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates a balanced understanding of rights and wrongs.</li> <li>• Puts the child first.</li> <li>• Alive to the realities of abuse.</li> <li>• Prepared to believe.</li> <li>• Shows a contemplative approach, drawing on personal experiences and lessons from others.</li> <li>• Builds values and judgements based on new information.</li> <li>• Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment.</li> <li>• Shows respect for others' feelings, views and circumstances.</li> </ul>	<p><b>3. Values and Ethics</b>            Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• What are your attitudes to child protection? How have these developed over time?</li> <li>• What are your feelings about children who make allegations against teachers or staff?</li> <li>• How do you feel when someone holds an opinion which differs from your own? How do you behave in this situation?</li> <li>• Have you ever had concerns about a colleague? How did you deal with this?</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme opinions which don't account for the views/feelings of others.</li> <li>• Doesn't show balance in opinion.</li> <li>• Doesn't build on new information or understanding.</li> <li>• Opinions harden/become dogged.</li> <li>• Doesn't show a full or rounded appreciation of safeguarding issues.</li> <li>• Dismissive of, or underplays, the risks.</li> <li>• Consistently puts the blame and responsibility for child protection elsewhere.</li> <li>• Fails to believe in suspicions/reports of abuse.</li> </ul>

Positive Indicators	Sample questions to test for safeguarding knowledge and understanding (pick one or two – not all)	Negative Indicators
<ul style="list-style-type: none"> <li>• Proactive and has personally taken actions to improve safeguarding culture.</li> <li>• Has personal experience of having appropriately dealt with a challenging safeguarding issue.</li> <li>• Personally committed towards making improvements. See it as part of their job.</li> <li>• Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</li> <li>• Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.</li> <li>• Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Follow up with: Who did you talk to? What were the results?</li> <li>• What is the safeguarding policy in your workplace? Follow up with: How is it monitored? What steps have you taken to improve things?</li> <li>• Give me an example of when you have had safeguarding concerns about a child. Follow up with: How did it arise? Who did you speak to? What actions did you take?</li> <li>• Tell us about a situation where you felt you fell short of safeguarding standard? Follow up with: How did it arise? Who did you speak to? What actions did you take?</li> <li>• Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? Follow up with: What were the circumstances? How did you go about it? What was the outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of having taken steps in own right to make improvements.</li> <li>• Passive approach to safeguarding issues.</li> <li>• Reluctance to challenge people/systems/processes to make things better.</li> <li>• No real experience of handling safeguarding issues. Naïve approach.</li> <li>• Sees it as someone else’s job and/or responsibility.</li> <li>• Not well versed or clear in understanding of the issues/sensitivities.</li> <li>• Intolerant of the bureaucracy around safeguarding.</li> <li>• Shows a tendency to take inappropriate chances/risks in area of safeguarding.</li> </ul>

## Document 9 – Assessment Techniques

Below is a list of the most commonly used tests. However, it is not exhaustive, and for further advice and guidance regarding test usage, please contact HR.

<b>Assessment Type</b>	<b>Description</b>	<b>Who is it suitable for?</b>	<b>Advantages</b>	<b>Disadvantages</b>
Ability Tests	Purchased from companies who specialise in psychometric testing. Tests range from verbal or numerical reasoning to managerial judgement. Alternatively there are tests available which closely mirror particular roles, for example, for Contact Centre staff. They are usually timed.	There are different levels of test making these suitable for most roles.	They have been stringently tested and validated to ensure that they measure what they purport to measure and that they are free from bias.  Scores are measured against a norm group.	Need to be administered by a suitably qualified person (BPS Level A).  Purchasing new tests can be expensive; although the consumables (e.g. answer sheets) are reasonably inexpensive.
Personality Profiles	Self report questionnaires which look at a person's behavioural preferences measured against a norm group.	Suitable for higher level roles (Band G and above) but need to be closely matched to the requirements for the job.	Can provide useful insight into how people prefer to behave. Personality profiles, should, however, only be used in conjunction with an interview to pick up issues that arise from them.	Need to be administered by a suitably qualified person (BPS Level B).  Only measure behavioural preferences and not ability.

<p>In-tray Exercises</p>	<p>Dealing with a variety of issues which have to be prioritised, delegated or escalated. May contain some pieces of work that need to be actually completed. The exercise is timed. Can either be set up in-house or purchased. They test organisation, prioritisation and delegation skills. If the in-tray exercise also includes pieces of work to complete, it can also be used test report/letter writing skills, numeracy skills etc.</p>	<p>Particularly management /PA-type roles where the post holder is likely to have to organise his/her own/or someone else's work load.</p>	<p>A good measurement of a candidate's ability to prioritise and deal with a work load. Can be written to closely mirror the actual work involved in the job.</p>	<p>Setting up an exercise in-house is time consuming. It is essential to ensure that it is not in any way biased towards internal candidates. Buying exercises 'off the shelf' is expensive.</p>
<p>Group Exercises</p>	<p>Participants are set a goal or task to complete. This should be as real as possible with a set outcome. The exercise will be time limited, requiring candidates to share information and reach decisions. Often candidates are given time to prepare prior to exercise. Can be set up in house or</p>	<p>Higher level roles where candidates will be regularly participating in meetings.</p>	<p>Gives valuable insight into how candidates interact in a 'real life' situation. Easy to set up in-house.</p>	<p>Resource intensive because it requires several observers. Purchasing 'off the shelf' tests is expensive.</p>

	<p>purchased.</p> <p>Skills tested are to a certain extent dependent on the exercise. It does, however, test how candidates react in a group. For instance, competitiveness, co-operation, creativity, building on others ideas, persuading/ influencing skills.</p>			
Presentations	<p>Candidates are set a subject on which to do a presentation. The presentation is timed and usually followed by questions.</p> <p>The subject can either be set beforehand or on the day.</p> <p>Testing for presentation skills and understanding of the subject.</p>	More senior roles where presentation skills are required.	Easy to set up but need to consider scoring structure.	<p>Needs suitable equipment e.g. laptop, projector, screen etc.</p> <p>Should only be used for jobs where making presentations will form part of the role.</p>

<p>Written work (report)</p>	<p>The candidate is asked to produce a report on a subject or complete a case study.</p> <p>This can either be set up beforehand and the candidate asked to bring a report with them or as an exercise as part of a centre.</p> <p>Can be used in conjunction with a presentation in that the candidate is asked to present the report to the panel.</p> <p>Tests understanding of the subject, written communication skills, analytical and problem solving skills.</p>	<p>Management roles.</p>	<p>Easy to set up.</p>	<p>May be difficult to score.</p> <p>Is only appropriate if this is a skill that will form a part of the job.</p> <p>Need to be aware of bias towards any internal candidates who may have more organisational knowledge.</p>
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## Document 10 – Interview Scoring Matrix

### Interview Scoring Matrix - Guidelines

- 1 From the person specification, identify the criterion to be measured and write the main question
- 2 In some instances, it may be necessary to ask follow up/probing questions in order to either gain more information from the candidate or to clarify points made in an answer. Any follow up/probing questions should be noted on the scoring sheet. Care should be taken, however, to ensure that the questions are not leading and that all candidates are given an equal opportunity to answer
- 3 Specify the elements/evidence that you would ideally expect a candidate to demonstrate as part of their answer i.e. a model answer
- 4 Interview notes should be factual and, where possible, record verbatim what the candidate says. No judgement should be made about the candidate at this stage.
- 5 At the end of the interview, use the table below to score each question against the evidence provided by the candidate
- 6 When scoring try to avoid the 'central tendency' (i.e. scoring in the middle) and use the whole range of scores.
- 7 Scoring should be carried out independently by each panel member prior to any discussion as a group. Scores for each panel member should be entered on the Composite Scoring Matrix.
- 8 Prior to starting the interview process you may wish to set a pass mark i.e. minimum score at which a candidate is appointable.
- 9 If you feel that some questions are more important than others, these can be weighted by multiplying the score by 1.5, 2 etc. This, however, must be justifiable and decided **before** the interview process begins and be justifiable.
- 10 **Please note** questions not related to the person specification, for example questions arising from a personality profile, a test, the application form or from references should not be scored as part of the matrix. Whilst they should be recorded on the matrix, as there are likely to be different questions for different candidates it would be difficult to score them fairly or consistently across all candidates. Consequently, the panel will need to identify the model response / the evidence they are looking for so they can fairly consider if the questions have been satisfactorily answered and take this into account in making the final decision
- 11 The completed Interview Matrices and Composite Assessment Matrix must be kept securely, along with all other recruitment information, for six months in case of challenge

### **Scoring Scale**

0	No evidence provided
1	Significant gaps in evidence provided
2	Some gaps in evidence provided
3	Sound evidence provided that meets criteria/model answer
4	Provided some additional evidence above criteria/ model answer
5	Significant evidence provided that exceeds criteria /model answer

**EXAMPLE**

<b>Criterion measured</b>	<b>Question</b>	<b>Model Answer</b>	<b>Candidate Response</b>	<b>Score</b>
<i>Ability to organise and prioritize workloads</i>	<i>Give me an example of when you have had to manage a heavy workload to meet a tight deadline.</i>	<i>Has systems in place for prioritizing/managing workload; Understanding of urgent vs important; Able to deal with unexpected issues that occur; Re-prioritizing in light of changes; Demonstrates flexibility; Delegation of tasks/asking for help; Making manager/supervisor aware if there are difficulties; Managing expectations of customers; Maximizing use of resources; Keeping calm under pressure; Reflected back on the situation and identified learning points for the future</i>		

**INDIVIDUAL INTERVIEW SCORING MATRIX**

**Candidate Name:** \_\_\_\_\_ **Post Title:** \_\_\_\_\_

**Panel Member :** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Criterion measured</b>	<b>Question</b>	<b>Model Answer</b>	<b>Candidate Response</b>	<b>Weighting (e.g. x2)</b>	<b>Total Score (including weighting)</b>

**COMPOSITE SCORING MATRIX**

**Post Title:** \_\_\_\_\_ **Date** \_\_\_\_\_

Please use the table below to record candidates' results. Please note - if the assessment consists of several different exercises, the weighting of the exercises for the overall score **must** be agreed **prior** to the assessment taking place.

Assessment	Maximum Score	Weighting
Interview		
Test 1(please specify)		
Test 2(please specify)		
Test 3(please specify)		
<b>Total</b>		<b>100%</b>

To calculate the weighted score – divide the candidate score by the maximum score and multiply by the weighting. Please see overleaf for a completed example

**Please note** - if using psychometric tests (i.e. purchased tests) advice **must** be sought from your HR Adviser as a standardized score will need to be used in the weightings

Candidate Name	Interview Panel Members' Scores (please enter panel member initials and their individual scores below)				Average Interview Score	Weighted Score	Test Score 1	Weighted Score	Test Score 2	Weighted Score	Test Score 3	Weighted Score	Total Weighted Score

## Example

Assessment	Maximum Score	Weighting
Interview	30	50
IT test	40	25
Presentation	25	25
Test 3(please specify)	-	-
<b>Total</b>	<b>95</b>	<b>100%</b>

Candidate Name	Interview Panel Members' Scores (please enter panel member initials and their individual scores below)				Average Interview Score	Weighte d Score	Test Score 1 (IT)	Weighted Score	Test Score 2 (Pres.)	Weighted Score	Test Score 3	Weighted Score	Total Weighted Score
	AC	JL	AA	PE									
Example- Joe Bloggs	23	19	21	20	20.75	34.58	32	20	21	21	-	-	75.58

The calculation for the scores is:

The average interview score (**20.75**) divided by maximum interview score (**30**) and multiplied by the interview weighting (**50**).

Test 1 - the score (**32**) divided by the maximum score (**40**) and multiplied by the weighting (**25**)

Test 2 - the score (**21**) divided by the maximum score (**25**) and multiplied by the weighting (**25**)

# Reference Request (for posts requiring a DBS check)



## Document 11 a– Reference Request - non teaching staff

Name of applicant:	
Application for the post of:	
Applicant's job title and brief outline of main duties/responsibilities:	
Salary:	
Dates Employed:	
Reason for Leaving:	
Relationship to Applicant:	
Do you have any concerns or issues regarding this person's reliability or timekeeping? If 'yes' please give details below.	YES/NO
Has this person ever been involved in disciplinary/performance issues/proceedings? If 'yes' please give details below.	YES/NO

<p>Has the applicant been subject to any disciplinary procedures involving the safety and welfare of children, young people or vulnerable adults (including any sanctions which have expired)? If 'yes' please give details below including outcome.</p>	<p>YES/NO</p>
<p>Has the applicant been the subject of any allegations or concerns raised regarding the safety and welfare of children, young people or vulnerable adults? If 'yes' please give details below including outcome.</p>	<p>YES/NO</p>
<p>Do you consider that there are any reasons why this person would not be suitable for this position? If 'yes' please give details below.</p>	<p>YES/NO</p>
<p>Using the attached job description, please comment on the person's abilities and personal qualities to carry out the duties and responsibilities.</p>	
<p>How does the applicant interact with colleagues, clients, customers, children, young people, vulnerable adults and members of the public?</p>	

Do you consider this person to be honest and to act with integrity at all times? If 'no' please give details.	YES/NO
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If a suitable vacancy arose, would you re-employ this person? If 'no' please comment.	YES/NO
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Signed:		Date:	
Name :			
Organisation:			
Contact Phone No:			

**Thank you for your assistance in completing this reference.**

# Reference Request (for posts requiring a DBS check)



Name of applicant:	
Application for the post of:	
Applicant's job title and brief outline of main duties/responsibilities:	
Salary:	
Dates Employed:	
Reason for Leaving:	
Relationship to Applicant:	
Do you have any concerns or issues regarding this person's reliability or timekeeping? If 'yes' please give details below.	YES/NO
Has this person ever been involved in disciplinary proceedings? If 'yes' please give details below.	YES/NO
Has this person been subject to formal capability procedures in the past two years? If 'yes' please give details below.	YES/NO

<p>Has the applicant been subject to any disciplinary procedures involving the safety and welfare of children, young people or vulnerable adults (including any sanctions which have expired)? If 'yes' please give details below including outcome.</p>	<p>YES/NO</p>
<p>Has the applicant been the subject of any allegations or concerns raised regarding the safety and welfare of children, young people or vulnerable adults? If 'yes' please give details below including outcome.</p>	<p>YES/NO</p>
<p>Do you consider that there are any reasons why this person would not be suitable for this position? If 'yes' please give details below.</p>	<p>YES/NO</p>
<p>Using the attached job description, please comment on the person's abilities and personal qualities to carry out the duties and responsibilities.</p>	

Do you consider this person to be honest and to act with integrity at all times? If 'no' please give details.	YES/NO
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If a suitable vacancy arose, would you re-employ this person? If 'no' please comment.	YES/NO
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Signed:		Date:	
Name :			
Organisation:			
Contact Phone No:			

**Thank you for your assistance in completing this reference.**



### Manager guidance – positive DBS Disclosure

#### How does a Manager decide whether a person's criminal record is relevant?

An applicant's suitability must be judged in the light of the results of all the relevant pre-appointment checks carried out on him/her. The fact that a person has a criminal record will not automatically make him/her unsuitable. Managers must make a judgement about suitability, taking into account only those offences which may be relevant to the particular job or situation in question.

In deciding the relevance of convictions a number of points should be considered, after providing the individual the opportunity to discuss the details of the disclosure to understand the context of the offences:

**1) Honesty:** did the applicant self disclose prior to completion of the DBS application? Failure to disclose could be considered a breach of trust and confidence and could be significant cause for concern. Please note - due to the filtering of convictions by the DBS , applicants are now only asked to disclose unspent convictions and therefore the information on the application form may not be a complete record.

**2) Context:** was there a geographic, social, financial or relationship issue which contributed to the offence; is it likely to be repeated – if circumstances have changed does that reduce the risk of re-offending?

**3) The nature of the offence:** In general, convictions for sexual, violent or drug offences will be particularly strong contra-indications for work with vulnerable groups; however, remember that offences vary within the UK (different laws in England, Scotland & Wales) and also that offences can become decriminalised. Finally, offences abroad will require further investigation due to significant cultural differences regarding criminal convictions.

**4) The nature of the appointment:** Often the nature of the appointment will help to assess the relevance of the conviction. For example, serious sexual, violent, drug or drink offences would give rise to particular concern where a position was one of providing care. Driving or drink offences would be relevant in situations involving provision of transport;

**5) The age of the offence:** Offences which took place many years in the past may often have less relevance than recent offences. However, convictions for serious violent or sexual offences or serious offences involving substance abuse are more likely to give cause for continuing concern than, for instance, an isolated case of dishonesty committed when the person was young. The potential for rehabilitation must be weighed against the need to protect the vulnerable;

**6) The frequency of the offence/s:** a series of offences over a period of time is more likely to give cause for concern than an isolated minor conviction.

**7) The degree of remorse;** or otherwise, expressed by the applicant and their motivation to change.

Anyone who is barred from working with children or adults commits an offence if they apply for, offer to do, accept or do any work in a regulated position. It is also an offence for an employer knowingly to offer work in a regulated position to an individual who is barred from working with the client group, or to fail to remove such an individual from such work. The DBS inform the police if a barred person attempts to obtain work in a regulated position.

Following the review of the content of a DBS certificate, if you have any concerns about the suitability of the applicant or require further advice please contact your HR Adviser. In these instances you may need to ask the applicant to retain his/her copy of the certificate whilst a decision is made. If this is necessary, it is important that the certificate is kept securely at all times as the information contained on it is of a highly sensitive nature.

**Positive DBS Disclosure Risk Assessment Form**

<b>CONFIDENTIAL – POSITIVE DISCLOSURE ASSESSMENT RECORD</b>	
Manager's Interview/ risk assessment form	
Name of applicant:	
Directorate/School:	Division:
Position Applied for:	
Disclosure No:	Disclosure Date:
Is there a pattern to the offences: (if YES give details)?	
<input type="checkbox"/> Y <input type="checkbox"/> N	
Is the nature of the offences similar? (if YES give details)	
<input type="checkbox"/> Y <input type="checkbox"/> N	
Length of time since last offence?	
What is the person's explanation of the circumstances relating to the offences?	
Is the behaviour which constituted the offence, a cause for concern; If so why?	
Are the offences related to the type of work which will be undertaken? (consider job description)	
<input type="checkbox"/> Y <input type="checkbox"/> N	
Will the applicant pose a potential risk to service users/colleagues? (if YES give details)	
<input type="checkbox"/> Y <input type="checkbox"/> N	
Will the applicant be offered employment?	
<input type="checkbox"/> Y <input type="checkbox"/> N	
<b>Please note before making a decision to withdraw a provisional offer of employment you must contact your HR Adviser.</b>	
Signed:	Print Name:
Date:	

Please return the completed form the HR Shared Services team.

## Changes in 2013 to the Disclosure and Barring Service (DBS) process

With effect from 17 June 2013, the DBS (formerly CRB) are introducing the single certificate whereby only an applicant will receive a copy of the DBS Disclosure Certificate and the employer will not receive a copy. If the DBS check has been carried out using the paper method this will mean that we will be reliant on the applicant to inform us that they have received their certificate. Once the applicant has notified you of this, you will then need to arrange for them to bring it to the school. For certificates which are clear, you will then need to complete the first section of attached pro forma with the disclosure number and issue date and return to HR Shared Services team. Where there is content on the certificate, a full risk assessment process will need to be carried out using the pro forma.

As you may be aware the council has recently implemented on-line DBS checks using a system called e-bulk. Using e-bulk greatly reduces the overall processing time of DBS checks and validation on the system means that the quality of applications received are improved thereby reducing administration time and delays caused by sending back incorrectly completed forms. Using e-bulk, 75% of Enhanced Disclosures are returned within 5 days or less.

In order to use the e-bulk system, each school is set up with their own username and this can then be issued to DBS applicants to allow them to complete the form online. Using the e-bulk system means that schools will be notified via the system when a check has no content and will still be able to view the information below thereby reducing the need to complete the pro forma for certificates that are clear:

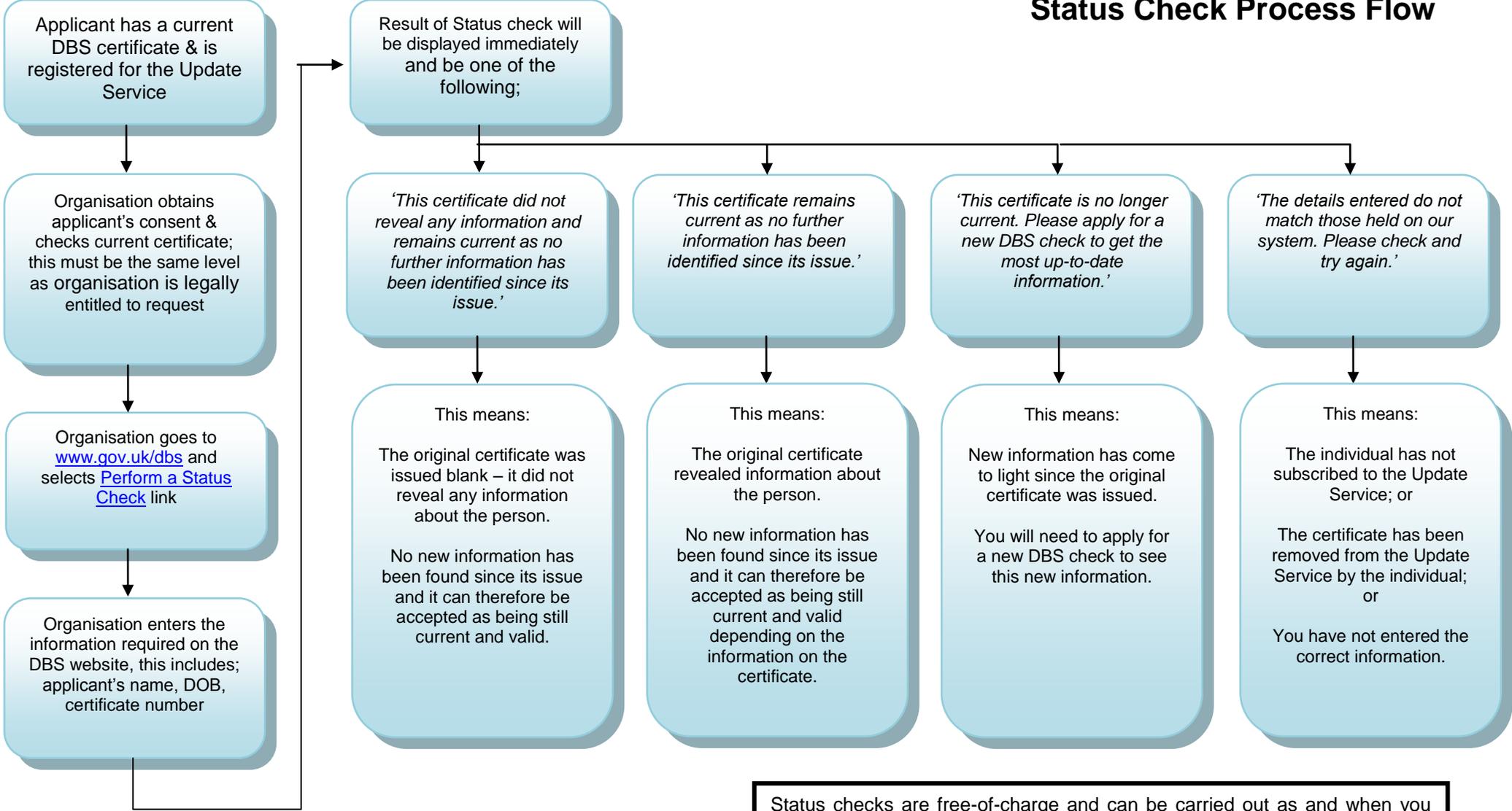
- completed certificate number
- date of issue
- certificate result (although we will not be able to view the actual certificate)

Where a certificate has content, however, e-bulk will display the message 'Please wait to view applicant certificate', in these instances, schools will need to arrange for the applicant to bring their certificate to the workplace and carry out a risk assessment using the attached form.

If you are interested in using e-bulk for your DBS checks please contact Martin Weaver, [martin.weaver@solihull.gov.uk](mailto:martin.weaver@solihull.gov.uk) or telephone 0121 704 6019 or Jayne Loach, [Jloach@solihull.gov.uk](mailto:Jloach@solihull.gov.uk) or telephone 0121 704 6376.

Please note as the e-bulk system is provided by a separate organisation (Capita) rather than the DBS there is an additional charge of £1.95 per application.

# Status Check Process Flow



Status checks are free-of-charge and can be carried out as and when you need to; as long as you have the individual's consent for each check that you make (you may want to get consent each time you check or you could consider asking for on-going consent).

## Document 13 – Qualifications Frameworks: Comparing different qualification levels

Level	Regulated Qualifications Framework examples	Framework for Higher Education Qualifications examples
Entry	<ul style="list-style-type: none"> <li>- Entry level certificate</li> <li>- Entry level Skills for Life</li> <li>- Entry level award, certificate and diploma</li> <li>- Entry level Functional Skills</li> <li>- Entry level Foundation Learning</li> </ul>	
1	<ul style="list-style-type: none"> <li>- GCSE (grades D-G)</li> <li>- Key Skills level 1</li> <li>- NVQ level 1</li> <li>- Skills for Life level 1</li> <li>- Foundation diploma</li> <li>- BTEC award, certificate and diploma level 1</li> <li>- Foundation Learning level 1</li> <li>- Functional Skills level 1</li> <li>- Cambridge National level 1</li> </ul>	
2	<ul style="list-style-type: none"> <li>- GCSE (grades A*-C)</li> <li>- Key Skills level 2</li> <li>- NVQ level 2</li> <li>- Skills for Life level 2</li> <li>- Higher diploma</li> <li>- BTEC award, certificate and diploma level 2</li> <li>- Functional Skills level 2</li> <li>- Cambridge National level 2</li> <li>- Cambridge Technical level 2</li> </ul>	
3	<ul style="list-style-type: none"> <li>- AS and A level</li> <li>- Advanced Extension Award</li> <li>- Cambridge International award</li> <li>- International Baccalaureate</li> <li>- Key Skills level 3</li> <li>- NVQ level 3</li> <li>- Advanced diploma</li> <li>- Progression diploma</li> <li>- BTEC award, certificate and diploma level 3</li> <li>- BTEC National</li> <li>- Cambridge Technical level 3</li> </ul>	
4	<ul style="list-style-type: none"> <li>- Certificate of higher education</li> <li>- Key Skills level 4</li> <li>- NVQ level 4</li> <li>- BTEC Professional award, certificate and diploma level 4</li> </ul>	<ul style="list-style-type: none"> <li>- Certificate of higher education</li> <li>- HNC</li> </ul>
5	<ul style="list-style-type: none"> <li>- HND</li> <li>- NVQ level 4</li> <li>- Higher diploma</li> <li>- BTEC Professional award, certificate and diploma</li> </ul>	<ul style="list-style-type: none"> <li>- Diploma of higher education</li> <li>- Diploma of further education</li> <li>- Foundation degree</li> <li>- HND</li> </ul>

<b>Level</b>	<b>Regulated Qualifications Framework examples</b>	<b>Framework for Higher Education Qualifications examples</b>
	level 5 - HNC - HND	
6	- NVQ level 4 - BTEC Advanced Professional award, certificate and diploma level 6	- Bachelor's degree - Graduate certificate - Graduate diploma
7	- BTEC Advanced Professional award, certificate and diploma level 7 - Fellowship and fellowship diploma - Postgraduate certificate - Postgraduate diploma - NVQ level 5 - BTEC Advanced Professional award, certificate and diploma level 7	- Master's degree - Postgraduate certificate - Postgraduate diploma
8	- NVQs level 5 - Vocational qualifications level 8	- Doctorate

Taken from <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels> (April 2016)



**SCHOOL INDUCTION PROGRAMME:  
GUIDANCE & CHECKLIST FOR  
HEAD TEACHERS & MANAGERS**

**For ‘new employees’ of School**

Employee’s Name	
Team	
Line Managers’ Name	
E-mail Address	
Phone No	

## SCHOOL INDUCTION PROGRAMME

### Guidelines and checklist for Head teachers/Line Managers

In order that a new employee is fully inducted into the school/service, it is important that you, as their Head teacher/Line Manager, follow the guidance below and complete this checklist.

NB if you are an Academy, please check with your HR Advisor as to which employee benefits your School has bought into. The relevant areas are marked \*

<b>Before Your New Staff Member Arrives</b>		<b>Completed</b>	
		√	<b>Date</b>
1.	Head teacher/Line Manager to ensure that employee has provided: <ul style="list-style-type: none"> <li>• Birth Certificate, Marriage Certificate (if applicable), Passport, and any other documentation (ensuring copies are taken for the personal file) to confirm eligibility to work in UK.</li> <li>• Qualification Certificates (if not already taken at interview stage), take photocopies and certify as true copies of the originals and for teachers update the SCR to confirm this.</li> <li>• Medical clearance received from Occupational Health</li> <li>• Appropriate level of DBS clearance received</li> </ul>		
2.	Identify where the new employee will sit/work and set up: <ul style="list-style-type: none"> <li>• desk and chair arranged where appropriate;</li> <li>• phones/computer (complete IT forms to ensure login ID and password are allocated, and e-mail/web access set up ready for the employee's first day);</li> <li>• security pass arranged, where appropriate;</li> <li>• other departments notified e.g. (Shared Services to set employee up on payroll);</li> <li>• supply of stationery (pens/pencils, etc).</li> </ul>		
3.	Draw up a local induction timetable (covering the employee's first 6 weeks) involving members of the team, setting out topics, dates times and duration of sessions. Each meeting to last 1-2 hours: copy of the timetable to be given to all those involved.		
4.	Inform all colleagues about the new employee's start date and what their role will be within the school/service.		
5.	Assign a 'buddy' to the new employee and discuss how they will guide the new employee throughout their induction period.		

<b>First Day</b>		<b>Completed</b>	
		√	<b>Date</b>
1.	<p>Head teacher/Line Manager to obtain from new employee (if not already obtained):</p> <ul style="list-style-type: none"> <li>• one signed copy of their Contract of Employment, for retention on personal file:</li> <li>• P45;</li> <li>• details of next of kin and emergency contact numbers (advising employee this information will be retained only by their line manager and on Oracle) vehicle or use a car as part of their role, Line Manager needs sight of (tick to confirm that all have been seen):</li> </ul> <p>If the new employee is required to either drive a Council vehicle or use a car as part of their role, Head teacher/Line Manager needs sight of (tick to confirm that all have been seen):</p> <ul style="list-style-type: none"> <li>• Driver's Licence <input type="checkbox"/> Insurance Certificate <input type="checkbox"/> MOT Certificate <input type="checkbox"/></li> </ul>		
2.	<p>Head teacher/Line Manager explains the school's objectives, as well as the purpose and structure of the school by:</p> <ul style="list-style-type: none"> <li>• discussing the employee's job description, ensuring they are clear about their role within the school;</li> <li>• providing a copy of the school's structure chart;</li> <li>• providing a copy of school's Vision and Values;</li> <li>• explaining the Probationary Period (for non-teaching staff) and how this is structured.</li> </ul>		
4.	<p>Head teacher/Line Manager introduce new employee to members of school, including their Trainer ('Buddy'), immediate colleagues, team leaders and managers.</p>		
5.	<p>Head teacher/Line Manager to undertake a tour of the school and explains:</p> <ul style="list-style-type: none"> <li>• where to put coats/personal belongings;</li> <li>• location of toilets, rest room/kitchen(s);</li> <li>• location of photocopies /fax machines;</li> <li>• location of fire exits, assembly points and fire extinguishers (NB: fire extinguishers should only be used by appointed Fire Wardens who have been trained in their use);</li> <li>• stationery cupboard location and how to request items;</li> <li>• meeting room locations and booking procedure;</li> <li>• parking arrangements;</li> <li>• procedures for incoming/outgoing post;</li> <li>• notice boards(s) locations(s);</li> <li>• any other school customs &amp; practices particular to your school/service.</li> </ul>		

6.	<p>Head teacher/Line Manager to go through the following:</p> <ul style="list-style-type: none"> <li>• Safeguarding children and vulnerable adults – how to voice concerns;</li> <li>• Job related risk assessments which should include reference to safe working arrangements for minimising risks associated with lone working, emergency evacuation, driving, manual handling, stress;</li> <li>• Sickness &amp; absence, including school absence reporting procedure;</li> <li>• Explanation of working hours;</li> <li>• Lunch procedures/break times;</li> <li>• Annual leave arrangements, if full year, and requirement to take annual leave during school closures if term time only.</li> <li>• Salary payment dates and salary period (i.e. 2 weeks in arrears, 2 weeks in advance);</li> <li>• Dress code;</li> <li>• Smoking policy;</li> <li>• 1:1's performance and development reviews;</li> <li>• Code of conduct, use of e-mails, the Intranet and Internet:</li> <li>• Use of phones – including the correct way to identify themselves when answering calls, making personal calls and use of personal mobile phones;</li> <li>• Job related risk assessments which should include reference to safe working arrangements for minimising risks associated.</li> <li>• Disposal of confidential documents.</li> <li>• Trade Unions – consultation, how to contact Union Representatives and how to join a Union through Payroll.</li> <li>• Cash handling instructions (where applicable).</li> </ul>		
7.	<p>Head teacher/Line Manager to advise the employee of standard training course they will need to undertake:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health &amp; Safety (which includes personal stress/manual handling etc).</li> <li>• Personal and Development Review Framework (how to conduct them/how to prepare them)</li> <li>• Fire Awareness</li> <li>• Data Protection</li> </ul>		
<b>Second Day</b>		<b>Completed</b>	
		√	<b>Date</b>
8.	<p>Head teacher/Line Manager to explain:</p> <ul style="list-style-type: none"> <li>• who Fire Wardens are (show notice board where list is displayed);</li> <li>• who First Aiders are, where First Aid Kits are located and how to report accidents;</li> </ul>		

	<ul style="list-style-type: none"> <li>IT 'do's and don'ts, use and security of pc's and laptops;</li> <li>security passes - how to use it, what to do if it lost;</li> <li>eye test re-imburement;</li> <li>Employee Benefit Scheme; (SMBC employees only)*</li> <li>PPC on-line - Employee Assistance Programme (SMBC employees only)*</li> <li>Use of standard document templates/letters.</li> </ul>		
9.	Head teacher/Line Manager to explain the staff discount schemes to the new employee, how to apply for a 'Vectis' card and access Solihull staff discounts. (SMBC employees only)*		
<b>Remaining 3 Days of First Week</b>		<b>Completed</b>	
		√	<b>Date</b>
10.	Employee begins their local induction programme with immediate team.		
11	Head teacher/Line Manager to introduce the following policies to the new employee, directing them to their relevant locations on the Extranet: <ul style="list-style-type: none"> <li>Absence Management</li> <li>Dignity at work</li> <li>Capability</li> <li>Disciplinary</li> <li>Grievance</li> <li>Whistleblowing &amp; Anti-Fraud</li> <li>Health &amp; safety</li> <li>Code of Conduct</li> <li>School Safeguarding protocols</li> </ul>		

**It is your responsibility, as Line Manager, to ensure that the above actions are completed and dates applied as you work through the checklist.**

<b>Probationary Period – Review Record</b>		
Please refer to the Probation Procedure and Guidelines.		
As Line Manager, it is recommended that you set aside time every 6 weeks to review a new employee's performance. <b>Please ensure that your HR Advisor is advised of any concerns regarding the employee's performance.</b>		<b>Review Date</b>
<b>Please <u>ensure you complete</u> the separate Probationary Period Review Report for the employee</b>	6 weeks	
	12 weeks	
	18 weeks	
	24 weeks	
At the end of the probationary period, is the employee to be made permanent?		<b>YES/NO</b>

If 'Yes' from which date?	
If 'No' please state below the reasons for terminating the employee's employment and provide evidence for your decision:	
Please state the date on which the employee's employment is to be terminated:     /     /20	

**IMPORTANT:** Please ensure that this checklist has been **fully completed** with all relevant dates entered and signatures assigned, as indicated.

<b>New Employee's Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Line Manager's Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Inducted by (Name):</b>	<b>Signature:</b>	<b>Date:</b>

**When completed please return this checklist to your School**

Date completed checklist: -----

## **Document 15 - Notes to accompany Model Single Central Record (SCR)**

**Note 1** – Identity Checks – The check should confirm name, date of birth, address and should have been a photographic form of identity (e.g. passport). This check can also help prove the persons eligibility to work in the UK. Evidence should be retained in the personnel file.

**Note 2** – A Children’s Barred List check (formerly List 99) must be undertaken on all staff working in schools in regulated activity. If an enhanced DBS (formerly CRB) check has been made, the barred list check should be requested by clicking the drop down menu “children’s workforce check”, this is the check against the Children’s Barred list. If by virtue of their start date and continuity of service, a member of staff has not been DBS checked, then the school must have undertaken a Children’s Barred List check. <https://www.gov.uk/disclosure-barring-service-check/dbs-barred-lists>

**Note 3** – Since April 2014 it has been a statutory requirement to check on appointment, that a teacher is not prohibited from teaching. The SCR should contain the check details of all teaching staff employed. This check will be undertaken using the DofE, Teachers Services, online service this check will be undertaken by the Schools Shared Services Payroll team for those schools using the Councils payroll service. <https://www.gov.uk/teacher-status-checks-information-for-employers>

**Note 4** – Barred from Management Check (Independent schools, free schools and academies only). If a new appointee is to occupy a management post in an independent school, academy or free school as an employee, is to be a trustee of an academy or free school trust, or is to be a governor or member of a proprietor body for an independent school, check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school. This can be done through the DBS barred list checking process which now includes a barred from taking part in management; except when the individual is not in regulated activity, in which case the NCTL prohibitions list must be used instead. Please notify your HR payroll/shared services team where you require this check to be undertaken.

**Note 5** -Solihull schools should have DBS (formerly CRB) checked all staff who commenced duty after March 2002. There is no mandatory requirement to DBS check staff who have been employed in the same post continuously since before the date DBS checking started. There is no mandatory requirement to set in place a programme of 3 yearly DBS renewals for staff in schools. Where teachers are moving between Solihull schools and the check has been undertaken by Solihull and there has been no break in service and they are moving to

the same or similar teaching post there is no requirement to recheck. If however a teacher is moving from a school outside of the Borough then a new check will be required. We only accept portability in these circumstances if the applicant has signed up to the Portability service with the DBS allowing us to check their details for ourselves. This would also be the same for Governors moving from school to school and those that may have a diocese check.

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Portability enables staff to take up post quickly – however at this point the school may choose to request accept the portability, and request a new check, and are within their rights to do so. Please note that the DBS is portable if checked in Solihull for a Solihull school only, the other checks need to be undertaken (the SCR entry should not be copied from the previously employed school)

**Note 6** – Eligibility to work in the UK must be confirmed before the employee starts work. The record should indicate the document that was evidenced to confirm that right. UK and EEA nationals have that right (but must be able to prove it); others will probably need a permit this might only allow limited leave to remain in the UK. <https://www.gov.uk/legal-right-work-uk>.

Right to Work evidence must be signed and dated and should be kept for at least two years after the person has left and then destroyed.

**Note 7** – European Economic Area Check is a new safer recruitment check introduced 18<sup>th</sup> January 2016 and requires schools to check teacher restrictions imposed in Europe.

Restrictions imposed by another EEA authority do not prevent an individual from taking up teaching positions in England. However, schools should consider the circumstances leading to the restriction when considering a candidate's suitability. <https://www.gov.uk/teacher-status-checks-information-for-employers>

**Note 8** – Where a qualification is a requirement of the post, it must be checked and confirmed as a part of the record, this includes QTS/PGCE/BEd. Please note NPQH is no longer mandatory (but could be a desired qualification) and registration as a teacher with the DfE. This can also be done at the DofE, Teachers Services website as in note 3. You should always request original copies of any certificates and compare the information provided on them with what is included on the application form. Many certificates will be printed on good quality paper which may be embossed, include an intricate crest with motto, and a watermark. If you have any doubts about a certificate (including any spelling or grammatical errors), you should discuss your concerns with the educational establishment or professional body in question.

**Note 9** – Although you must still undertake a DBS check for staff that have lived overseas, it

is necessary to undertake further checks with the country where they lived. These checks may include certificates of good conduct from local police forces or embassies, follow ups to anything that is provided should be made (e.g. call the organisation that sent the document and/or make checks through embassies etc.) (When this scenario occurs you will need to check with DBS regarding the checks that need to be made as requirements regularly change and vary from country to country.)

<https://www.gov.uk/government/publications/foreign-embassies-in-the-uk>

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

These checks should be undertaken for individuals who have been out of the UK for 3 months or more in the last 5 years. It is their responsibility to obtain a Certificate of Good Conduct. For UK Citizens working overseas, International Child Protection Certificates (UK) can be obtained.

**Note 10** – Childcare (Disqualification) Regulations as part of the recruitment process all new employees will be asked to complete a questionnaire. The regulations prohibit anyone who is disqualified themselves or who lives in the same household as a disqualified person, from working in relevant settings. These settings include schools and academies. Employees should be made aware that it is a criminal offence not to declare that they are disqualified (including disqualified by association – living with a disqualified person). Anyone who is disqualified will need to be immediately removed from the relevant setting (either by suspension or temporary appropriate redeployment where possible) and OFSTED must be notified within 14 days of the date the school/academy became aware of the information. The disqualified person can then apply to OFSTED for a waiver. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_stat-guidance\\_Feb\\_15\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf)

**Note 11** – Dates that the two employment references were obtained should be given here together with the name of the person that checked them. References should be retained on the individual personnel file.

## **General Notes for SCR**

**Note 12 - Governors** – (This information will be included in a separate section on your SCR).

The School Governance (constitution and Federation) (England) (Amendment) Regulations 2016, in force from 18<sup>th</sup> March 2016, require governors of maintained schools to have an enhanced DBS check.

For governors appointed before 1<sup>st</sup> April 2016, the governing body must apply for an enhanced DBS certificate by 1<sup>st</sup> September 2016 if the governors do not already have them.

For governors appointed on or after 1<sup>st</sup> April 2016 who do not currently have an enhanced DBS certificate the governing body must apply within 21 days of their appointment or election.

Governors do not need barred list checks unless they are working in regulated activity. Schools will need to consider the level of check required for any governors working on site during the school day working if they are working in an unsupervised capacity.

Governors in maintained schools do not need right to work checks. The right to work in the UK is not one of the criteria to be a maintained school governor.

**Note 13 - Volunteers** – If they work with children or have unsupervised access to them in your school they should be include on on your record

**Note 14 - Student Teachers** – Where student teachers join the payroll of the school, the school must complete all checks. For all other student teachers, the initial teacher training provider must carry out the appropriate check.

**Note 15 - Supply Staff** – You should ensure that you have written confirmation from the agency that they have carried out all the necessary checks for every member of staff they supply to you (and attach this to the record). They must also tell you when there is any information revealed on the DBS disclosure.

**Note 16 - School Catering Staff** – Where this group of staff are employed on a central contract they should still be listed on the school SCR as they are permanently based within your school. Temporary caterers working within your school will also require checking at an enhanced level and if working unsupervised with children will require a barred list check.

**Note 17 - Site Managers** – Will require enhanced DBS with Barred list check if the work they are undertaking falls into the definition of regulated activity.

**Note 18 - Contractors (including sports coaches, school photographers, etc)** – Schools contract with a range of organisations and individuals; for example sports coaches, school photographers, school improvement professionals, education welfare companies, catering, cleaning companies, maintenance organisations. Schools should consider all activities/letting arrangements to ensure appropriate checks are done and safeguarding

arrangements are appropriate this can be done using a risk assessment e.g.

- A football coach who works unsupervised but is not employed directly by the school whose CRB is say 2002 – he works on a Tuesday after school for 6 months of the year.
- A cricket coach who comes to the school for 6 weeks in the summer.
- Dance class held after school

When such staff are working in an unsupervised capacity with children, they should be DBS checked to enhanced level, and where they are working unsupervised with children should also have a barred list check if they are working in such a way that it could be considered a regulated activity.

# Document 16 Model Single Central Record 2016 JUNE

2016 Model Single Central Record

Employee	Identity Checks (Note 1)			DBS (Note 2)		Childrens Barred List (Note 3)		Right to work in the UK (Note 4)		Overseas Checks (Note 5)		European Economic Area (Note 6)		Qualifications (Note 7)			Prohibition from Teaching check required from (3.4.2014) (Formerly GTC) (Note 8)		Barred from Management Check (Academies and Management Positions) (Note 9)		Childcare (Disqualification) Regulations Check (Note 10)		Two Employment References (Note 11)		
	Post Title & Date of commencement in school	Name	DOB	Home Address	Check of Documents made by (Name and post title) document seen and Date	Disclosure Number & level	Check made by and date	Date Childrens Barred list undertaken	Check made by	What evidence of right to work in the UK was provided	Check Made by and date	What further checks have been made	Check made by and date	Date check undertaken	Check made by	Is a qualification required for this post Y/N	What Qualification was Provided	Check made by and date	Date check undertaken	Check made by	Date Check undertaken	Check Made by	Declaration Completed by	Date	Reference 1 Obtained by and Date
Teacher 1st September 2016	John Smith	12.02.61	14 High Street, Solihull, West Midlands B91 3FP	B. Powell Head Teacher Driving Licence, Passport Utility Bill 12th July 2016	789483765 Enhanced DBS	LA DBS Team 26th August 2016	26th August 2016	LA DBS Team	British Passport	B Powell 12th July 2016	N/A No overseas residency	B Powell 12th July 2016	26th August 2016	LA payroll team	Yes	PGCE Certificate	A Prim (Adm) 12th July 2016	26th August 2016	LA Payroll Team	26th August 2016	LA Payroll Team	John Smith	12th July 2016	B. Powell 10th July	B Powell 10th July

**Note 1 – Identity Checks** – The check should confirm name, date of birth, address and should have been a photographic form of identity (e.g. passport). This check can also help prove the persons eligibility to work in the UK. Evidence should be retained in the personnel file.

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**Note 3 – A Children's Barred List check (formerly List 99)** must be undertaken on all staff working in schools in regulated activity. If an enhanced DBS (formerly CRB) check has been made, the barred list check should be requested by clicking the drop down menu "children's workforce check"; this is the check against the Children's Barred list. If by virtue of their start date and continuity of service, a member of staff has not been DBS checked, then the school must have undertaken a Children's Barred List check. <https://www.gov.uk/disclosure-barring-service-check/dbb-barred-lists>

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**Note 9 – Barred from Management Check (Independent schools, free schools and academies only).** If a new appointee is to occupy a management post in an independent school, academy or free school as an employee, is to be a trustee of an academy or free school trust, or is to be a governor or member of a proprietor body for an independent school, check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school. This can be done through the DBS barred list checking process which now includes a barred from taking part in management, except when the individual is not in regulated activity, in which case the NCTL prohibitions list must be used instead. Please notify your HR payroll/shared services team where you require this check to be undertaken.

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