



# ASPIRE ACADEMY

## SAFER RECRUITMENT

### POLICY AND PROCEDURES

|   |                      |
|---|----------------------|
| <b>POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST</b> | <b>July 2014</b>     |
| <b>POLICY REVIEWED / REVISED</b>                      | <b>November 2015</b> |
| <b>POLICY TO BE REVIEWED ANNUALLY OR AS REQUIRED</b>  |                      |

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**Date:** 2<sup>nd</sup> November 2015

**Name:** Val Jones

**CHAIR OF GOVERNORS**

## THE RECRUITMENT PROCEDURE

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# Recruitment Procedure

## 1. Introduction

This document sets out the safer recruitment and selection procedures which will be followed at Aspire Academy and provides the Trust and its employees who have responsibility for recruitment and selection with guidance on legal requirements and best practice.

## 2. Policy Statement

The Academy's Recruitment & Selection Policy Statement is at **Appendix A**.

As part of its commitment to safeguarding and promoting the welfare of children and young people, a range of pre-employment checks will be undertaken on employees and volunteers and there is a requirement on external organisations providing workers to do the same. Details of these checks can be found in Aspire Academy's related Pre-Employment Checks Procedure.

These requirements are summarised in the Recruitment & Selection Policy Statement and more detail can be found at Appendix A.

## 3. Scope

Children are likely to perceive all adults in the Academy as safe and trustworthy adults. The principles described in this policy will therefore be applied in relation to everyone who applies to work in the Academy including:

- staff employed on a permanent basis,
- temporary and casual staff
- unpaid volunteers (see Section 6)
- overseas workers (additional separate guidance is available in the Employment of Overseas Workers Guidance)
- those employed by external organisations such as supply agencies (see Section 7)
- where appropriate contractors and self-employed persons.

## 4. Roles and Responsibilities

**4.1** It is the responsibility of the **Aspire Academy's Governing Body** to:

- ensure there are effective policies and procedures in place for the safe recruitment of all staff and volunteers and for the engagement of other adults in accordance with DfE guidance and legal requirements;
- monitor compliance with those policies and procedure;
- elect a selection panel of at least three of its members for the appointment of the Principal and any Vice-Principals. The panel will, in the case of a Vice Principal appointment, include the Principal.

**4.2** It is the responsibility of the **Principal and other senior staff** involved in recruitment to:

- ensure that safe recruitment procedures are in operation and make sure all appropriate checks are carried out on all staff, volunteers and others engaged to work;
- ensure contractors' and agencies' compliance with this document;
- secure and promote the welfare of children at every stage of the process.

**4.3** It is the responsibility of all **potential and existing workers, including volunteers** to comply with this document.

**4.4** It is the responsibility of all **contractors and agencies** to comply with safe recruitment pre-employment checks.

#### **4.6 Delegated Authority**

**4.6.1** The Governing Body has delegated authority to the Principal to lead in all staff appointments outside of the leadership group.

**4.6.2** Governors may be involved in staff appointments below leadership level but the final decision will rest with the Principal.

**4.6.3** The Principal may delegate the selection process of staff outside of the leadership group to other managers, but remains responsible for the decision to appoint.

### **5. The Recruitment Procedure**

Please see **Appendix B** for a flow chart summarising the procedure. Further key details are provided below.

See also section 6 for recruitment procedures for volunteers.

#### **5.1. Pre-advertisement**

##### **5.1.1 Identifying a vacancy**

The recruitment process will start as soon as a vacancy has been identified. Before any action is initiated, careful consideration will be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

##### **5.1.2 Job Descriptions/Person Specifications**

A job description and person specification will be drawn up for all posts. The job description will provide a framework of expectations and will define the purpose, scope and the principal duties and responsibilities of the role. The person specification will enable applicants to assess themselves for the job and provides a benchmark for judging suitability. All work involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Job Descriptions and Person Specifications will clearly set out the extent

of the relationships/contact with children and the degree of responsibility for children for each post.

The job description and person specification will be used throughout the recruitment process to develop the shortlisting and selection criteria.

The salary for the job will be evaluated at this point and the actual salary will be advertised.

See **Appendix C** for more information and templates.

### **5.1.3 Setting timescales**

The recruitment process itself will be planned, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not overlooked.

The length of the recruitment process will vary depending on the type of vacancy (e.g. teaching/support staff), the frequency of the advertising media used, whether it is necessary to advertise both internally and externally, the requirement for a work permit, availability of staff and the length of the individual's notice period. See **Appendix D**.

### **5.1.4 Recruitment pack**

The recruitment pack will vary according to the post but will consist, as a minimum, of:

- Application form
- Job Description
- Person Specification
- The Recruitment and Selection Policy statement.

The pack may also include other relevant information i.e. covering letter, prospectus, map etc.

### **5.1.5 Visits**

Informal discussions and visits prior to application are welcomed by prior arrangement.

## **5.2. Advertising**

To ensure equality of opportunity, all vacant posts will be advertised to encourage as wide a field of candidates as possible, normally this will entail an external advertisement.

However, where there is a reasonable expectation that there are sufficient qualified and experienced internal candidates, or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

The Principal and Senior Leadership posts will be advertised nationally, using relevant media, unless the governing body can show good reason not to do so.

### **5.3. Application**

#### **5.3.1 Application Form**

A standard application form will be used for all vacancies. Alternate format application forms will be accepted from disabled applicants, but such applicants must provide all of the information required by the standard application form. Curriculum Vitae's will not be accepted.

All parts of the application form must be completed and the form signed by the candidate. Where applicants submit an on-line application they will be asked to sign a paper copy. A completed application form will provide the basis for necessary pre-employment checks. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate. Where an applicant is shortlisted, any discrepancies or gaps in employment will be discussed at interview.

Applicants will be made aware that providing false information is an offence and could result in the application being rejected or, in summary dismissal if the applicant has been selected and possible referral to the police.

#### **5.3.2 Recruitment Monitoring Form**

Aspire Academy will monitor certain aspects of its employment practices including monitoring the ethnicity, disability and gender of employees and applicants. As part of the application process therefore, individuals will be asked to complete a Recruitment Monitoring Information form. Completion of the form will ensure that policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. However the completion of the form is voluntary and therefore candidates are not obliged to complete it.

The recruitment monitoring information does not form part of the selection process and will be detached from the application form prior to shortlisting. The information provided will be used for monitoring and statistical data purposes only.

#### **5.3.3 Acknowledgement**

Due to limited resources and the large number of applications often received, only shortlisted candidates will be notified of the outcome of their application.

## **5.4. Shortlisting**

Shortlisting will take place as soon as possible after the closing date. Shortlisting will be undertaken by the selection panel normally consisting of at least two individuals (three in the case of Principal and Senior Leadership posts). At least one member of each selection panel will have undertaken Safer Recruitment training.

See **Appendix E** for more information and shortlisting template.

### **5.4.1 Invitation to interview**

Once the shortlist has been decided the shortlisted candidates will be notified as soon as possible. Invitation to interview will be confirmed in writing. Adequate time will be allowed between invitation and interview to allow for pre-employment checks to take place and to allow candidates adequate time to prepare for their interview.

The invitation to interview letter will include asking whether the candidate has any special requirements to enable them to participate in the process.

See **Appendix F** for a model invite to interview letter.

### **5.4.1 Requesting references**

References will be taken up on all short-listed candidates, prior to interview.

## **5.5 Selection process**

The selection process will, as a minimum, consist of a face to face interview even where there is only one candidate and including for internal appointments and promotions and volunteers.

Where appropriate, the selection process may include additional activities such as in-tray exercises, group activities, presentations etc.

The process will assess the merits of each candidate against the job requirements (i.e. job description and person specification), and explore their suitability to work with children. In accordance with the Equalities Act 2010, the interview panel will not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place where appropriate.

Full details of the selection process (i.e. details of the interview and any additional selection exercises) will be notified to the applicant in the invitation to interview letter. Applicants will also be notified of the need to



bring appropriate documentary identification to the interview which are required for the pre-employment checks.

### **5.5.1 Interview Expenses**

Reasonable travel costs to and from interview will normally be reimbursed. A claim form will be included with the invitation to interview letter.

## **5.6. Employment Offer**

The choice of candidate will be determined by the majority view from the interview panel. The panel may identify a first and second choice candidate.

The successful applicant will be advised that they are the preferred candidate. A firm offer cannot be made until all pre-employment checks have been completed. A conditional offer may be made pending DBS clearance only.

If the preferred candidate accepts the offer/conditional offer verbally a contract/conditional contract is formed and a provisional start date can be agreed. Offers will be confirmed in writing.

See **Appendix G** for conditional offer and firm offer model letters.

Once all pre-employment checks have been satisfactorily received, a firm offer of employment will be made and the contract of employment will be issued. The contract will be issued as soon as possible but in all circumstances within 8 weeks of employment commencing.

If the preferred candidate does not accept the post, the panel will consider the option of contacting the second choice candidate. This will only be done where this candidate meets the criteria for the role.

Unsuccessful candidates will be advised accordingly. All candidates will be offered feedback on their interview/selection.

In the case of the Principal the full Governing Body will approve the recommendation of the selection panel that their chosen candidate be appointed.

## **5.7. Induction and Probation**

### **5.7.1 Induction**

All Teaching Staff will normally be required to have satisfactorily completed their statutory induction period, or, if they are a Newly Qualified Teacher, are subject to the requirement to complete the statutory induction period.

All new employees, internally promoted staff and volunteers will be provided with an induction program, which will seek to ensure that they are clear about their job and feel secure about what they should

be doing. Any training and development needs will be identified and supported appropriately.

See **Appendix H** for more information and **Appendix H** for Induction Checklist.

### **5.7.2 Probation**

All new Support Staff will be subject to a Probation Procedure.

See the Probation Procedure for more detail.

## **5.8 Record Retention/Data Protection**

### **5.8.1 Selection Records**

Interview notes on all applicants will be retained for a 6 month period, after which time, these records will be destroyed (i.e. shredded). The 6 month retention period will allow the Academy to deal with any data access requests and respond to any complaints raised at an Employment Tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the chair of the interview panel/Principal within 6 months from the date of interview.

### **5.8.2 Personal File Records**

For the successful candidate, the following information will be retained and will make up part of the employee's personal file:

- Application form
- Disclosure of Criminal Convictions self-declaration form SD1 (until DBS certificate seen)
- Proof of identity
- Proof of academic qualifications
- Certificate of good conduct (if applicable)
- Evidence of medical clearance
- Evidence of the DBS certificate check

## **6. Employing Volunteers**

Academy values the contribution that volunteers make to its community and recognises the positive impact they can have on pupils' learning, experiences and wellbeing.

Volunteers are seen by children as safe and trustworthy adults and the same high standards of safer recruitment principles and processes are applied to volunteers as are applied to paid staff.

Those who volunteer on a one-off or infrequent basis will not have unsupervised access to children and will not usually be required to undertake the same safeguard checks as those working on a frequent (once a week or more) or intensive (4 days in one month or more or overnight) basis. The following will usually apply therefore to those working on a frequent or intensive basis.

## **6.1 Interviewing Volunteers**

Volunteers will be asked to have a discussion with the Principal or other manager prior to commencing their role. This will not be a formal interview but will provide:

### The Academy with:

- an opportunity to explain the workings of the Academy and how volunteers fit into that;
- time to ask volunteers for the factual information needed to make a successful placement including any safeguard checks;
- the opportunity to explore their suitability to work with children, including their motivation to work with children and their ability to form and maintain appropriate relationships and personal boundaries;
- an opportunity to determine whether any special health, safety and welfare criteria need to be met.

### The volunteer with:

- the opportunity to find out more about the nature of the work;
- information to decide how best they can make a contribution, using their skills and experience;
- how much time they want to commit.

## **6.2 Application Forms**

Volunteers will be asked to complete a basic application form. This provides the information necessary to undertake safeguard checks and to give a picture of the skills and experience the volunteers brings to maximise their contribution and the volunteers own fulfilment in the assigned activities.

See **Appendix I(i)** for an volunteer application form

## **6.3 Role Profiles**

Volunteers will be given clear and simple description of the roles and boundaries of the voluntary activity.

See **Appendix I(ii)** for a model role profile

It is acknowledged that by its very nature, volunteering does not place the same obligations on an individual in terms of attendance etc. as a paid employee. However, it is very much hoped that volunteers will fulfil their commitment as agreed between themselves Academy - this includes consistent attendance and undertaking the agreed tasks. Volunteers will be provided with an information sheet and may be asked to sign a voluntary

agreement as clarification of the commitment they are making to the Academy and visa versa.

See **Appendix I(iii)** for example Volunteer Information Sheet, **Appendix I(iv)** for example voluntary agreement and **Appendix I(v)** for example Volunteer reference.

#### **6.4 Safeguarding checks**

Certain safeguard checks will be undertaken on volunteers. These will vary according to the frequency of the work.

More details on safeguarding checks can be found in Aspire Academy's Pre-Employment Checks Procedure.

##### **6.4.1 Criminal Record Declarations and Disclosure and Barring Service (DBS)**

All volunteers will be required to complete a self-declaration of criminal records.

Volunteers working on frequent or intensive basis or who may have unsupervised access to children will be required to have an enhanced DBS certificate.

***NB It is illegal for anyone who is barred from working with children to apply for, or work in a Aspire Academy in any voluntary or paid capacity.***

##### **6.4.2 References**

At least one reference will be required for all new volunteers working on a frequent or intensive basis.

#### **6.5 Induction, information and training**

All new volunteers will undertake a suitable induction programme. This may involve discussions with staff and some reading – for which assistance can be provided as necessary. It is essential that volunteers are familiar with key policies including the Code of Conduct, behaviour management, safeguarding and health and safety policies. On-going guidance and training will be provided for volunteers that are relevant to the voluntary activity in which they are engaged, including the safe use of any work equipment, safe working environment etc.

### **7. Agency and other workers**

It is expected that the same standards of safer recruitment will be applied by external bodies providing workers or volunteers to the Academy.

External bodies will be required to provide written confirmation that relevant safer recruitment and other relevant pre-employment checks have been undertaken and this will be recorded on the Single Central Record.

More details on safeguarding checks can be found at Appendix 6 of the Pre-Employment Checks Procedure.

All workers and volunteers will be required to provide evidence of their identity when first arriving on the premises and to sign in on each visit.

All workers and volunteers will be provided with an induction into key policies and procedures and expects everyone to comply with these.

## **Appendix A**

### **Recruitment and Selection Policy Statement**

1. The safe recruitment of staff is the first step to safeguarding and promoting the welfare of children in education. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the Academy to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This Academy recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The Academy is committed to ensuring that the recruitment and selection of all who work within it is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The Academy will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The Academy will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The Academy will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The Academy will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the Academy.
5. The following pre-employment checks will be required:
  - receipt of at least two satisfactory references\*
  - verification of the candidate's identity
  - a satisfactory DBS certificate
  - verification of the candidate's medical fitness
  - verification of qualifications
  - verification of professional status, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999) and where required QTS status (unless properly exempted)
  - the production of evidence of the right to work in the UK

***NB It is illegal for anyone who is barred from working with children to apply for, or work in a Aspire Academy in any voluntary or paid capacity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The Academy will liaise with you and where they agree to

defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

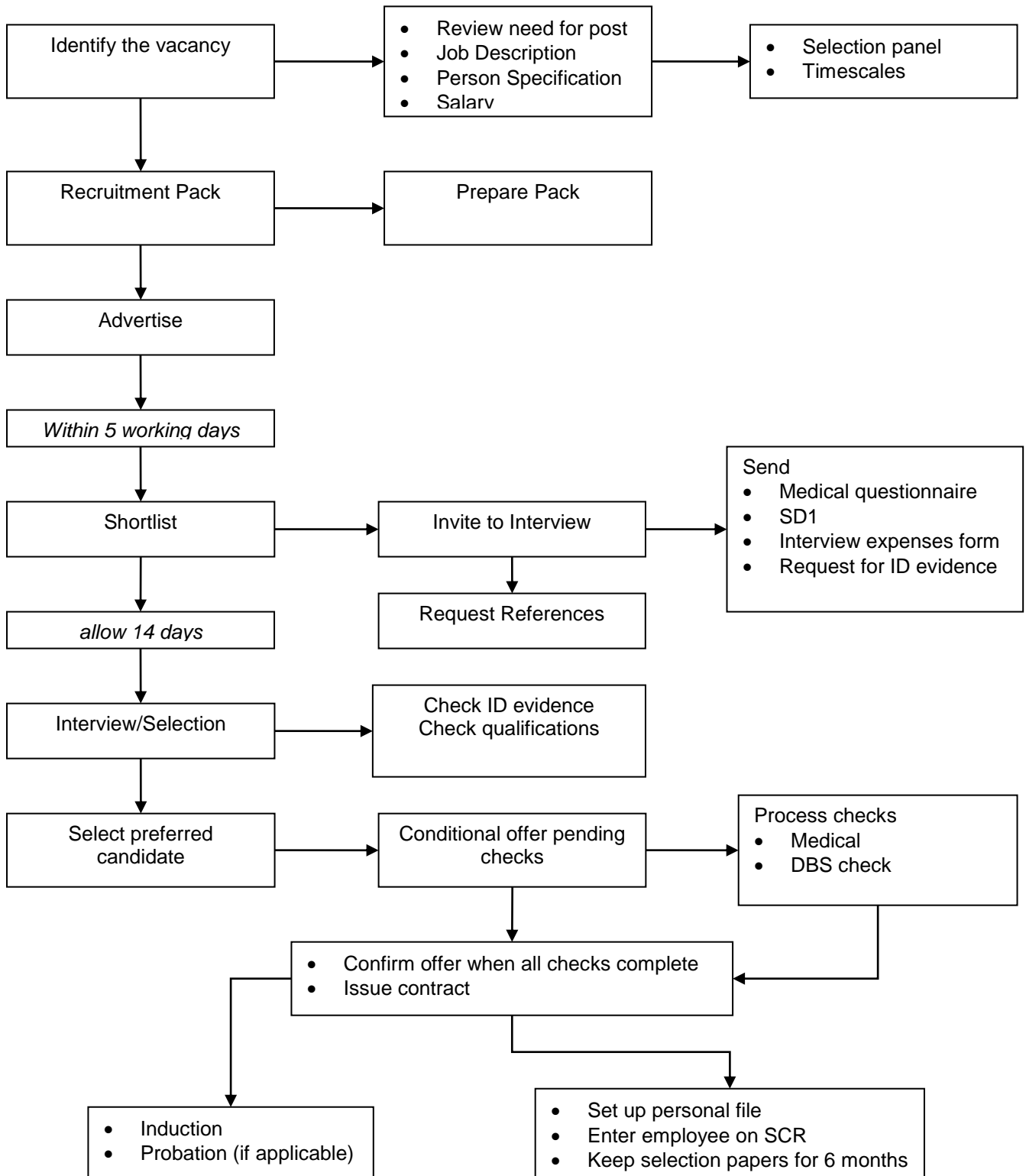
6. The Academy will keep and maintain a single central record of recruitment and vetting checks, in line with requirements.
7. The Academy requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the Academy, in writing of the offence and penalty.
8. All posts within the Academy are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have a Disclosure and Barring Service (DBS) certificate.

The Academy is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The Academy's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

Aspire Academy is committed to ensuring that it meets the requirements of the Disclosure and Barring Service (DBS) in relation to the processing, handling and security of Disclosure information.

A copy of the Academy's Safer Recruitment Procedure is available from the Academy upon request.

## Appendix B Summary of Recruitment Procedure





## Appendix C(i) Job Descriptions

The Job Description will define the purpose, the scope and the principal duties and responsibilities of the role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The job description will also include a safe recruitment statement

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

### Job Description Template

|                                   |   |
|-----------------------------------|---|
| <b>Job Title</b>                  |   |
| <b>Grade</b>                      | <i>(include any limits e.g. mid point)</i>  |
| <b>Reports to</b>                 | <i>(the post's line manager)</i>  |
| <b>Responsible for</b>            | <i>(any positions this post manages)</i>  |
| <b>Liaison with</b>               | <i>(key people the post works with – internal and external)</i>   |
| <b>Job Purpose</b>                | <i>(very brief summary of the overall purpose of the job)</i>   |
| <b>Principal Accountabilities</b> | <i>(two or three bullets of the main areas of responsibility/work)</i>  |
| <b>Duties</b>                     | <i>(list only key tasks. these could be under subheadings)</i>  |
| <b>General</b>                    | <p><i>(there are some general statements which should be in all job description):</i></p> <ul style="list-style-type: none"> <li>• <i>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</i></li> <li>• <i>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</i></li> <li>• <i>Ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy</i></li> <li>• <i>The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</i></li> </ul> |

## **Appendix C(ii)** **Person Specification**

The person specification sets out the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. It is a very important document and will be used throughout the recruitment process to develop the advert, shortlisting and selection criteria. There will be no requirements which are not clearly related to duties; no unnecessary conditions or standards, nor use of words which imply a bias of any kind which are not justifiable. Criteria will be job related and ability-based. The person specification will only request genuine and justifiable requirements that give equality of opportunity for all, for example, asking for a specific number of years experience may discriminate against younger applicants.

The skills, qualities, qualifications and knowledge detailed in the person specification will assist the manager to compile the advert, to shortlist and then to interview by providing selection criteria against which candidates skills, etc. can be compared and assessed.

The person specification will enable prospective applicants to assess themselves for the job and provides a benchmark for judging achievements.

The criteria required of the ideal candidate and the format of the person specification may vary, but typically will include:

|                           |  |
|---------------------------|--|
| <b>Experience</b>         | the experience required to perform the role outlined in the Job Description, including in relation to working with children. |
| <b>Qualifications</b>     | the qualifications required to undertake the role.   |
| <b>Skills / Knowledge</b> | the competences and qualities that the successful candidate should be able to demonstrate;                                   |
| <b>Aptitudes</b>          | specific requirements of the job, e.g. ability to lift heavy weights, ability to work with specific groups of children.      |

The person specification will also contain the Academy's recruitment and selection policy statement.

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

## Person Specification Template

| General heading                        | Detail  | General Examples  | Specific examples   |
|--|---|---|---|
| <b>Qualifications &amp; Experience</b> | Specific qualifications & experience          | Relevant to post<br>Include experience of working with children where relevant  |   |
|  | Knowledge of relevant policies and procedures | e.g. First Aid, Financial Procedures, Academy procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection |   |
|  | Literacy                                      | Level of literacy required, including qualification level where required  |   |
|  | Numeracy                                      | Level of numeracy required, including qualification level where required  |   |
|  | Technology                                    | Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.   |   |
| <b>Communication</b>                   | Written                                       | Form filling, letter writing, report writing  | Ability to write detailed reports<br>Ability write routine letters  |
|  | Verbal  | Ability to exchange information clearly, presentation skills, training etc.   | Listening Skills<br>Ability to exchange routine verbal information clearly with children and adults<br>Ability to exchange complex and sensitive information in a firm and non-ambiguous way<br>Ability to express own views and opinions |

|                              |                                 |   |   |
|------------------------------|---------------------------------|---|---|
|                              | Languages                       | Any specific requirement to have a second language, signing etc.  |   |
|                              | Negotiating                     | Requirement for consultation, and negotiation   | Ability to consult effectively with children and adults<br>Ability to motivate/encourage/empower children/adults  |
| <b>Working with children</b> | Behaviour Management            | Knowledge level of behaviour management policy plus any specialist skills   | Ability to manage a whole class, ensuring pupils remain on task<br>Understanding and implementation of Academy behaviour management policy  |
|                              | SEN                             | General - understand and support the differences in people<br>Any specific skills, knowledge or qualification   | Understand and support the differences in children and adults and respond appropriately   |
|                              | Curriculum/Academy organisation | Knowledge level of the Academy curriculum<br>Any specific skills, knowledge or qualification<br>For those not directly supporting children this may include areas such as exams procedure, timetabling etc. | General understanding of the Academy curriculum<br>Working knowledge and experience of implementing the national curriculum and other learning programmes<br>Understanding of statutory framework relating to teaching  |
|                              | Child Development               | Level of understanding required of the way in which children develop  | Basic understanding of the way in which children develop<br>Understanding of different developmental stages and the impact of experience on these developments<br>Understand the way in which play and games can support child development<br>Understand and support children in transition |

|                            |                       |   |  |
|----------------------------|-----------------------|---|--|
|                            | Health & Well being   | General and any specific requirements to promote and support physical and emotional wellbeing                                   | Understand and promote the value of emotional and physical wellbeing in adults and children<br>Take responsibility for own wellbeing   |
| <b>Working with others</b> | Working with partners | Ability to forge networks/links, internal and external partners   | Understand and value the role of parents and carers in supporting children<br>Know when, where and how education and support services can be accessed  |
|                            | Relationships         | Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc. | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles<br>Ability to build open and honest relationships                |
|                            | Team work             | Requirements to work within team and/or independently   | Work effectively as part of a team<br>Ability to work independently<br>Know when and how to seek support<br>Know when and how to hand over control<br>Knowledge of own position within a team environment and the boundaries which apply |
|                            | Information           | Following/giving instructions, requirements to provide information  | Knowledge of CAF (if/when appropriate)<br>Ability to record and report observations in an appropriate manner<br>Ability to distinguish between option and fact   |
| <b>Responsibilities</b>    | Organisational skills | Requirements of the post  | Ability to be proactive and initiate action  |
|                            | Line Management       | Any line management, supervisory requirements   |  |
|                            | Time Management       | Requirements of the post  |  |

|                |                                  |   |  |
|----------------|----------------------------------|---|--|
|                | Creativity                       | Requirements for initiative, original thinking, creativity, innovation etc. |  |
| <b>General</b> | Equalities                       | General and any specific requirements                                       | Demonstrate commitment to treating all people fairly   |
|                | Health & Safety                  | General and any specific requirements                                       |  |
|                | Child Protection                 | General and any specific requirements                                       | Understand what is mean by safeguarding and the different way in which children can be harmed<br>Understand and comply with children protection procedures |
|                | Confidentiality/D ata Protection | General and any specific requirements                                       | Understand and comply with procedures and legislation relating to confidentiality  |
|                | CPD                              | Demonstrate commitment<br>Evidence of                                       |  |

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

## **Appendix D** **Resignation Dates**

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

### **Principals**

The latest resignation dates for Principals are as follows:

- 30 September for release at end of autumn term
- 31 January for release at end of spring term
- 30 April for release at end of summer term.

### **Teachers**

The latest resignation dates for other teachers are as follows:

- 31 October for release at end of autumn term
- 28/29 February for release at end of spring term
- 31 May for release at end of summer term.

Exceptions may apply in cases of ill-health retirement.

### **Support staff**

Support staff notice periods will vary, depending on the nature and type of employment they will be resigning from. 1 or 2 calendar months notice will be the most common.

## Appendix E Shortlisting

All application forms will be scrutinised by the interview panel to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified will be noted and where the applicant is shortlisted, will be discussed at interview. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates will be assessed equally against the criteria contained in the Person Specification without exception or variation. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting will be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting will be arranged within 5 working days of the closing date for the advertisement.

### Shortlisting Record Sheet

Post No

Job Title

Shortlisting Panel

Date of interview

Completed by

| Name | Selection criteria – ie items on person specification |  |  |  |  |  | Shortlisted for interview<br>Yes/No | Additional Comments |
|------|---|--|--|--|--|--|-------------------------------------|---------------------|
|      |   |  |  |  |  |  |                                     |                     |
|      |   |  |  |  |  |  |                                     |                     |
|      |   |  |  |  |  |  |                                     |                     |
|      |   |  |  |  |  |  |                                     |                     |

When completing this form, indicate:

✓ = appears to meet person specification

x = does not meet person specification

? = unclear from application form



## Appendix F

### Model letter Inviting Candidates for Interview

Dear

#### **APPOINTMENT OF (INSERT POST)**

Following your application for appointment to the (POST) of the above Academy, I am pleased to invite you to attend for interview on «Interview» at «Time» at Aspire Academy.

The interview and arrangements are detailed on the attached schedule, which also includes the names of the Selection Panel and the other candidates.

*A form on which to claim your expenses is also enclosed. Expenses should be claimed in accordance with the scale shown on the form. Receipted accounts, where applicable, should be submitted with your claim. Payment of expenses to the successful candidate is subject to acceptance of the post and will be paid only after duties have commenced.*

*You are required to bring with you original certificates/letter of confirmation from the awarding institution, relating to the academic or professional qualifications stated on your application form which are relevant to this post. If you are unable to provide original documentation, a properly certified copy will be required.*

Please let me know whether you will, or will not, be able to attend this interview by completing the enclosed slip and returning it to me as soon as possible.

Candidates are required to satisfy the Academy as to their physical fitness for the appointment and in this connection I shall be glad if you will complete the enclosed medical questionnaire and return it to me with your confirmation of attendance. As the questionnaire contains confidential information it should be placed in the enclosed envelope which should be sealed and your name and details of the post clearly indicated in the appropriate space.

Please complete and return the enclosed criminal records self-declaration form SD2 with your confirmation of attendance, prior to the interviews. Please **do not** seal this form in the same envelope as the medical questionnaire.

You will be aware from the recruitment information that the post you have applied for is subject to a status check on your Enhanced Disclosure and Barring Service (DBS) certificate. As part of this process, it is necessary to verify your identity and I would ask you to bring with you to the interview:

Photographic evidence (passport/new-style driving licence)

OR

Birth certificate (and marriage certificate where appropriate)

AND

2 proofs of your home address (utility bill, bank statement – please note that documentation should be less than 3 months old).

Under the Asylum & Immigration Act 1996, we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition precluding them from taking up employment. We would, therefore, ask you to bring with you to interview one of the following as appropriate:

- British birth certificate or passport
- European Economic Area (or EEC) passport or identity document
- Passport or travel document endorsed to show that the holder is entitled to work in the UK (work permit)
- Certificate of registration or naturalisation as a British citizen

Failure to provide the necessary evidence in this connection may result in us being unable to take forward your application.

If you have any special requirements in relation to the interview day, please let me know.

Should any difficulty arise please do not hesitate to contact me at the above address.

Yours sincerely

Chair of Governors/Panel

|                   |
|-------------------|
| <b>REPLY SLIP</b> |
|-------------------|

**To** Chair of selection panel, Aspire Academy

(Insert Post) interview

Date:

\*I shall/shall not be able to attend the interview (and pre-interview visit) as detailed above.

\* ***Please delete as applicable***

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Please provide details below of any special facilities or arrangements that you require to be made available in relation to the interview day, for example, dietary needs/parking/access to premises.

**Appendix G(i)**  
**Conditional offer letter to preferred candidate**

Dear

**Re: Appointment of**

Thank you for attending the recent interview for the above position.

I am pleased at this stage to inform you that you are the preferred candidate and we shall be proceeding with obtaining medical clearance\*, references\* delete as appropriate.

*Optional Paragraphs for candidates who failed to bring the appropriate documents with them to interview:*

*In order to comply with the Asylum and Immigration Act 1996, you are required to send me a copy of the documentation you produced at interview containing your National Insurance Number. \* delete as appropriate*

*Please forward me a good photocopy of any professional qualification certificates that you hold, which are required for this post. \* delete as appropriate*

Your salary will be £.....per annum (*insert salary*)

*Add other details as required e.g. hours, weeks, fixed term etc*

On receipt of satisfactory clearances you will be made a formal Offer of Employment. However, if any of the clearances prove unsatisfactory then you shall be informed that we shall not be furthering your application. You should bear this in mind before making a decision to hand in your notice to your current employer.

Any offer will be subject to a satisfactory check on your Enhanced Disclosure and Barring Service (DBS) certificate. Please note that an unsatisfactory DBS may lead to termination of your contract.

If you require any additional information or assistance in connection with your application, please do not hesitate to contact me.

Yours sincerely

**Appendix G(ii)**  
**Firm offer letter to Successful Candidate**

Date

Dear

I am very pleased to inform you that we have now received all required pre-employment checks, following your recent interviews for the post of **title** at **name of Academy** you have been selected for appointment by the Selection Panel.

The Governing Body / Trust are therefore pleased to offer you a permanent appointment at this Academy with effect from **date**.

or:

The Governing Body /Trust are therefore pleased to offer you a permanent appointment at this Academy with effect from **date**, conditional upon receipt of a satisfactory DBS certificate.

Your contract of employment will follow in the near future.

I look forward to meeting you again in the new term. In the meantime, however, please do not hesitate to contact me if you have any queries.

Yours sincerely

## **Appendix H(i)** **Staff Induction**

Once an employee commences work Aspire Academy will initiate an effective induction process to ensure that all new staff are clear about their job and feel secure about what they should be doing. They will be informed about the aims and values of the Academy and how they can contribute to its mission.

Aspire Academy is committed to the provision of the highest quality induction and on-going professional development for all staff.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children will be monitored. It is important to ensure that new employees understand and abide by the Academy's policies and follow guidance given by experienced and senior staff.

Induction training for all new staff will include training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. Refresher training on Safeguarding to keep staff knowledge and skills up to date will be provided. We will ensure that all employees have a good understanding of acceptable and appropriate conduct with pupils, and are made aware of the Academy's confidentiality and code of conduct policies.

For Safeguarding and to promote the welfare of children the induction programme will also include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures advised via Essex County Council's Safeguarding Board;
- Safe practice and the standards for conduct and behaviour expected of staff and pupils in Aspire Academy;
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

The programme will also include attendance at child protection training appropriate to the person's role.

All new staff will be made aware of the content of all Academy's policies and procedures.

**Appendix H(ii)**  
**Staff induction – Checklist**

This checklist provides a framework for the planning, delivery and evaluation of the staff induction process at Aspire Academy.

This checklist will be completed by the immediate Line Manager.

**New Staff Member**

**Start Date** .....

**Line Manager** .....

**FIRST DAY**

| <b>Action required</b>   | <b>Manager's Notes</b> |
|--|------------------------|
| <b>Welcome</b> and introduction to colleagues  |                        |
| <b>Key diary dates</b> , ensure key meetings and events are booked, including regular one to ones, and staff meetings. |                        |
| Familiarise new staff with their <b>environment</b> , consider any facilities they may find useful                     |                        |

|   |                            |
|---|----------------------------|
| <b>Security:</b> <ul style="list-style-type: none"> <li>• provide any necessary ID pass cards, car parking cards etc</li> <li>• computer passwords</li> <li>• building security information including, evening and weekends</li> </ul>  |                            |
| <b>Health and Safety</b> <ul style="list-style-type: none"> <li>• Location of fire exits and 'Safe Havens' for staff with restricted mobility</li> <li>• Fire and other emergency evacuation procedures</li> <li>• Personal safety guidelines</li> <li>• Accident and incident reporting</li> <li>• On site first aiders</li> <li>• Risk assessments – VDU, manual handling etc.</li> </ul> |                            |
| <b>Work times</b> , breaks, session times, lunch etc.   |                            |
| <i>Please sign to confirm that all required actions have been completed</i>   | <i>Manager's signature</i> |

## FIRST TWO WEEKS

| Action required  | Manager's Notes            |
|--|----------------------------|
| Ensure that <b>Probation procedure</b> is discussed and understood, i.e. conduct and expected levels of performance, including confidentiality rules and ensure understanding of child protection procedures |                            |
| <b>Identify initial training needs</b> , e.g. ICT needs, child protection training etc Discuss Performance Management processes and plan implementation.   |                            |
| Introduce them to the <b>procedural information</b> they may need. e.g. Leave (if appropriate) & sickness absence reporting. Introduce HR policies.  |                            |
| Introduce them to key Academy policies (child protection, behaviour management etc).   |                            |
| Introduce them to <b>facilities</b> and equipment they may need to use e.g. photocopier, fax, etc.   |                            |
| <b>Further introductions</b> to key staff outside the immediate area   |                            |
| <i>Please sign to confirm that all required actions have been completed</i>  | <i>Manager's signature</i> |

**New Staff Member's Signature**.....

**Line Manager's Signature**.....

**Date**.....

**Appendix I(i)**  
**Model Volunteer Application Form**

**Academy:** \_\_\_\_\_  
\_\_\_\_\_

**Personal Details**

|  |                 |
|--|-----------------|
| Last name and Title:   | First name (s): |
| Previous names:  | Date of birth:  |
| Home telephone no:   | Mobile:         |
| Email Address:   |                 |
| Address:   |                 |
| Relevant skills, training, qualifications or job history if applicable:  |                 |
| Other information in support of this application:  |                 |
| <i>Please give the name and contact details of a referee who has known you for at least 2 years. This should be someone who knows you in a professional capacity, not a friend or relative.</i>  |                 |
| Referee's Name:  |                 |
| Referee's Address:   |                 |
| Position:  |                 |
| Telephone number:  |                 |
| Email Address:   |                 |
| <p><b>The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</b><br/>The Academy requires all volunteers working on a regular basis to complete a self-declaration of criminal record and an application for an enhanced DBS certificate..</p> |                 |
| Signature:   | Date:           |



## Appendix I(ii) Model Volunteer Role Profile

|                                  |  |
|----------------------------------|--|
| <b>Academy:</b>                  |  |
| <b>Name:</b>                     |  |
| <b>Timing/Frequency of work:</b> |  |
| <b>Area of work:</b>             | <i>Enter group, class, activity etc.</i>   |
| <b>Reports to:</b>               | <i>Enter key contact for instruction, raising concerns or queries</i>  |
| <b>Working with:</b>             | <i>Enter other staff/adults volunteer will be working with</i>   |
| <b>Equalities</b>                | Understand and comply with Academy policies and procedures.<br>Demonstrate a commitment to treating all people fairly.                       |
| <b>Health &amp; Wellbeing</b>    | Understand and comply with Academy policies and procedures relating to Health, Safety and Wellbeing of all members of the Academy community. |
| <b>Safeguarding</b>              | Understand and comply with safeguarding and children protection policies and procedures.   |
| <b>Confidentiality</b>           | Understand and comply with policies and procedures relating to confidentiality.  |

## **Appendix I(iii) Information for Volunteers**

Welcome to our Academy. We would like you to know that we greatly value the time volunteers give to our Academy and children. Volunteers are a great asset to the team and can play an important role by offering commitment, energy and enthusiasm to a wide range of Academy activities, both inside and outside the classroom.

As volunteers will be in a position of trust we expect them to maintain strict confidentiality at all times in accordance with the Academics' confidentiality policy.

We are committed to providing a safe environment and expect all staff and volunteers to share in this commitment. All Academics/schools have a statutory duty to safeguard and promote the welfare of the children in its care. Safeguarding is about protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances that enables children to have optimum life chances and enter adulthood successfully.

It is illegal for anyone who is barred from working with children to apply for, or work/volunteer, in a academy/school.

The Academy will carry out other safeguard checks on volunteers. You will be asked to supply the Academy with a reference(s), proof of identification and to provide a DBS Certificate, the status of which will be checked.

We would invite volunteers who are to work regularly within the Academy to be interviewed. This is an opportunity to explain the workings of the Academy and how the Academy could best benefit from your skills and also provide an opportunity for you to ask any questions.

All new volunteers will undertake an induction programme, and on-going training will be provided wherever relevant to the activity in which the volunteer is engaged, including the safe use of any work equipment, etc.

As part of the induction you will be asked to familiarise yourself with key Academy policies and procedures particularly those on:

- Safeguarding and child protection
- Equal Opportunities and Diversity
- Confidentiality and Data Protection
- Health and Safety.
- Behaviour Management
- Code of Conduct

You will be assigned a key link person within the Academy whom you can go to if you have any concerns or queries about any matter. Volunteers, like all staff, are expected to report to their link person any issues, whether they experience them or witness them, which they feel concerned about.

Whilst we appreciate the voluntary nature of your commitment, for the smooth operation of the Academy and to minimise disruption for pupils, we do ask all volunteers to fulfil their commitment as agreed between themselves and the

Academy. This includes consistent attendance where that is a requirement of the voluntary activity and undertaking the agreed tasks. Volunteers are provided with a Role Profile setting out the key duties of the role and will be asked to sign Volunteer Agreement confirming their acceptance of the commitment

*Enclosures as applicable:*

- *Application Form*
- *Volunteer Agreement*
- *List of staff*
- *The Academy day*
- *General statements/information on safeguarding and other policies. Policies and Procedures should be covered in detail at induction)*

## Appendix I(iv) Model Volunteer Agreement

| <b>Model Volunteer Agreement</b>  |       |                        |       |                        |       |
|---|-------|------------------------|-------|------------------------|-------|
| <p>This document sets out the agreement between the named person and the Academy for voluntary work. This agreement is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future.</p> |       |                        |       |                        |       |
| Academy:  |       |                        |       |                        |       |
| Name of Volunteer:  |       |                        |       |                        |       |
| Agreed start date, frequency/duration, general area(s) of work:<br><i>(attach role profile)</i>   |       |                        |       |                        |       |
| Induction and training to be supervised by:   |       |                        |       |                        |       |
| Academy Link Person:  |       |                        |       |                        |       |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 60%; padding: 5px;">Principal's Signature:</td> <td style="padding: 5px;">Date:</td> </tr> <tr> <td style="padding: 5px;">Volunteer's Signature:</td> <td style="padding: 5px;">Date:</td> </tr> </table>   |       | Principal's Signature: | Date: | Volunteer's Signature: | Date: |
| Principal's Signature:  | Date: |                        |       |                        |       |
| Volunteer's Signature:  | Date: |                        |       |                        |       |

## Appendix I(v) Model Volunteer Reference

Dear .....

<Candidate name>

The above has given permission for us to write to you for a reference regarding their suitability to work as a volunteer in our Academy. The type of work they will be doing is.....

We would be grateful if you could answer a few questions below with regard to the above applicant.

|   |  |
|---|--|
| How long have you known the applicant and in what capacity?   |  |
| Please could you comment on the applicant's suitability to undertake the volunteer work described above in our Academy.       |  |
| Please could you comment on the applicant's suitability to work with children?  |  |
| If you feel there is any other information relevant to the applicant and this work, then please continue on a separate sheet. |  |

We very much appreciate you taking the time to complete this reference request and enclose a pre-paid envelope for your reply.

Yours sincerely

Principal