

Safer Recruitment Toolkit

“Good staff selection
is one of the hallmarks of a good school”



**This document should be read in conjunction with
“Keeping Children Safe in Education” (DfE Sept 2018)**

Our purpose is to educate and empower our young people to develop the attitudes, skills and courage to succeed

Our vision is to be a model of best practice in education innovation and collaboration that will provide guidance and inspiration locally and internationally

Our values are:

- Respect for the individual
- Value everyone’s contribution
- Commitment to collaboration
- Absolute integrity
- Ambition for excellence
- Professionalism in everything we do

1. Introduction

1.1 Introduction and context

We have a duty to ensure our school is a safe and happy environment for our children through embedding **a culture of vigilance, high expectations, strong values, and positive attitudes**. We need ensure our judgement when recruiting new staff is secure and based on rigorous safer recruitment procedures and that the information we have is consistent, verifiable and accurate. **DBS checks are only as good at the moment they are produced and so it is vital that we assess a range of information, including other checks, references, work history, unexplained gaps, and safeguarding related interview questions**. The process, including the interview, is routinely managed by a senior member of staff with recent Safer Recruitment training.

Once staff have been recruited there is **a robust system of induction** that includes the sharing of relevant policies, and **close monitoring** ensure staff have the correct knowledge, values, attitudes and behaviours.

The following toolkit provides those involved with the recruitment and selection of staff with a best practice guide in accordance with the borough council's equal opportunities policy, Keeping Children Safe in Education (KSIE 2018), safer recruitment guidelines and employment legislation

The effective recruitment and selection of employees is a key management activity as it assists us to attract, retain and maintain employees. Having the right person is crucial to good performance and making the right recruitment decision is vital to achieving this.

The recruitment process is also an important tool in helping schools to safeguard the children within their organisation. Used correctly the process can make it more difficult for those people who wish to abuse children to gain access to a position which allows them to do this.

The recruitment procedure can be split into three areas

- Preparing for the interview
- Identifying the right candidate
- Confirming the decision

When thinking about recruiting for any post, the governing body must be mindful of their obligations under equal opportunities legislation. Discrimination on the grounds of sex, race, disability, religion or age is unlawful and may result in Employment Tribunal claims against the school. Therefore robust recruitment and selection processes must be implemented in order to avoid either direct or indirect discrimination.

1.2 Application and rationale

If all the elements of the procedure detailed in this toolkit are not applied, there needs to be a clear rationale behind deviating from the process, which is linked to achieving the best outcomes with regard to the safe recruitment. It is expected that these circumstances would be exceptional, and the headteacher will undertake a risk assessment in order to ensure that there is no impact on safeguarding or equal opportunities. Where the school has deviated from the agreed application procedure the rationale will be shared with the chair of governors.

2. Appointing to specific roles

2.1 . Appointment of Headteacher

- 2.1.2 Review the school's requirements and vision and appoint selection panel (minimum 3 Governors). LA representatives advisable.
- 2.1.3 Agree schedule for filling vacancy (when/where to advertise, when to shortlist/interview, when to report back to governing body).
- 2.1.4 Advertise the vacancy and prepare supplementary information pack including school information, role profile and person specification. Following the Staffing Regulations 2009, it is no longer mandatory for the post of headteacher to be advertised nationally. The governing body is required to advertise the vacancy in such manner as it considers appropriate, unless it has good reason not to. However, it is recommended that the governing body seeks advice from their HR provider before deciding not to advertise. It should decide the best way of reaching its target audience, taking into consideration the type of media to be used and the level of exposure the advertisement will receive. A decision not to advertise should only be taken if the governing body can demonstrate there is good reason not to and that it does not leave them open to challenge. All decisions should be documented fully, as the governing body will need to demonstrate that it has acted reasonably if it is challenged.
- 2.1.5 Schedule school visits for prospective candidates, including opportunities to meet the existing school leadership team.
- 2.1.6 Shortlist after closing date, send for references and invite short listed candidates for interview.
- 2.1.7 Agree the format and content of the interview process
- 2.1.8 Interview and arrange for selected candidates to complete relevant documentation regarding pre-employment clearances and equalities for forwarding to the Local Authority.
- 2.1.9 Recommend the successful applicant to the LA for appointment
- 2.1.10 Request that the full governing body endorses the recommendation of the selection panel and confirm recommendation (including the remuneration to be paid) to the Local Authority(or HR provider) in order that a contract of employment may be issued (subject to satisfactory pre-employment checks).
- 2.1.11 Where the post will not be filled before the date on which it falls vacant the governing body may appoint an acting headteacher.

2.2 Appointment of Deputy Headteacher

- 2.2.1 As for above (up to 2.1.6), except that the governing body must also consider the advice of the headteacher.
- 2.2.1 The selection panel will include the headteacher and at least one member of the governing body.

2.3. Appointment of other teaching and support staff

- 2.3.1 Review school requirements, prepare specification.
- 2.3.2 Appoint selection panel, including headteacher or deputy headteacher.
- 2.3.3 Advertise the vacancy to ensure that it is brought to the attention of persons qualified to fill the post, giving due attention to good employment practice and the requirements of equal opportunities. This may include internal advertisements.
- 2.3.4 In making recommendations on pay and grading the Governing body should have regard to the responsibilities of the post and Local Authority pay scales and grades.

2.4 Appointment of volunteers

2.4.1 The same level of rigour, including safeguarding checks, should be applied to the appointment of temporary and voluntary staff.

3. Areas to consider

3.1. Those involved in the recruitment and selection process

- To avoid discrimination, whether intentional or otherwise, ensure that everyone involved in the process is familiar with the school's Equal Opportunities Policies and where possible governors have attended relevant training offered by the Governor Support Service and HR.
- **At least one member of the selection panel is required to have had safer recruitment training within the last 2 years.**

•

3.2. Following good equal opportunities practice

- Ensure that all employment decisions are based on objective, job related criteria
- Interview questions clearly relate to the role profile and person specification sent to all applicants
- In some circumstances selection tasks may need to be adjusted, for example allowing candidates more time to read written questions etc
- All candidates are asked the same questions
- When inviting candidates to interview, ask about any special requirements, e.g. parking space near the entrance or dietary requirements.
- There is a complaints procedure for internal and external job applicants who consider that they have not been dealt with fairly by the recruitment and selection process

3.3. Monitoring ethnicity of job applicants

It is a Statutory Duty to monitor the ethnicity of all applicants for employment in schools and to pass this information to the LA.

3.4. Positive action

Action can be taken to encourage people from particular minority groups to take advantage of opportunities for work and training. This can be done when under-representation of particular groups has been identified in the previous year.

3.5. Positive measures

Although they are not legally required, positive measures are allowed by the law to encourage employees and potential employees who are members of particular groups which are under-represented in particular work. Discrimination at the point of selection for work, however, is not permitted in these circumstances.

Such measures are important of the development of equality and diversity practices. It is therefore recommended that, where there is under representation, the following process should be considered wherever appropriate and reasonably realistic:

- Job advertisements designed to reach members of these groups and to encourage their applications: for example, through the use of the ethnic minority press, as well as other newspapers.
- Use of the employment agencies and careers offices in areas where under-represented groups are concentrated.

- Encouragement to employees from under-represented groups to apply for promotion or transfer opportunities.
- Training for promotion or skill training for employees of under-represented groups who lack particular expertise but show potential

Positive action is not about giving more favourable treatment to particular groups in the recruitment process. Selection for recruitment or promotion must be based solely on merit!

3.6. Staffing structure changes

The headteacher of and leadership team will consult the governing body Leadership & Resources Committee when making changes to the staffing structure.

4. Preparing for the interview

Preparation for making the recruitment decision involves ensuring that the job description, person specification and advertisement are all prepared to the highest standard.

As part of the schools safeguarding measures **the commitment to the welfare of children should be included in all materials that are available to the candidates.** The statement below is prominently included in advertisements and in candidate information packs to show the school's commitment to safeguarding children.

'This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

The publicity materials also highlight the fact that the job is dependent on an Enhanced DBS check in order to discourage individuals who are unsuitable from applying.

Any covering letter sent with application packs should cover the points that need to be made with regard to safeguarding. A draft example is included as Appendix A.

4.1 Job description

Any vacant post should have an up to date job description, detailing the post title, grade, scale of post, the purpose of the job, key accountabilities and management relationships. It should be written succinctly, highlighting the key components of the job and should set out clearly the extent of the relationship and contact that the post holder will have with children and young people in the school.

A copy of the professional duties for teaching staff can be found in the School Teachers Pay and Conditions Document.

4.2 Person specification

The Person specification should be drawn up from the job description. The person specification is essential to the recruitment procedure as it sets out selection criteria to be considered at the shortlisting and interview stage. These can be divided into essential and desirable attributes. The specification should cover requirements relating to:

- Education /professional qualifications
- Training and development
- Relevant experience (to include paid or unpaid)
- Abilities and skills
- Personal qualities (these should be as quantifiable as possible)
- Special factors (these must be relevant to the job)

There are a number of points to be considered when drawing up the person specification:

1. Criteria should be job related, reasonable and should be connected to the duties identified in the role profile, it is important not to over specify for a particular job.
2. Criteria should be as specific as possible when relating to experience – for example, if the job requires someone to be able to use excel to a particular level, this should be stated rather than a general 'IT literate'.
3. Criteria should be carefully considered for direct or indirect discrimination. For example stating that a driving licence is essential to a post when there is in fact only limited travelling required could be seen as unlawfully discriminating against an individual who cannot drive due to a physical disability but who could perform the job just as effectively travelling by other means. Similarly they should not include the number of years experience required instead you should be more specific about the type of experience that candidates should have in order to apply for the post.

It is also worth considering at this stage how many applicants you are likely to have for the job. If there are likely to be a large number, many of whom may meet the essential requirements, it is important to also have a number of desirable criteria to shortlist against, so that you have a manageable number of candidates to interview.

4.3. Job advertisement

All teaching and support appointments which will be in excess of 4 months duration should be advertised internally and externally. Where possible advertise in more than one way (internal bulletin, local newspaper, E-teach, JobsGoPublic, TES as appropriate).

All advertisements should clearly state 'this school welcomes applications from members of minority ethnic communities and those with disabilities'.

The advert should be brief, clear and should state the essential selection criteria so that candidates know what is expected of the post holder. Closing and interview dates should be highlighted.

Any further information such as the desirable knowledge, expertise and training and any background information that will enable the candidate to find out more about the post and the school should be sent out to candidates together with the standard application form, job description and person specification.

4.4. Visits to the school

Visits to the school prior to interview are welcomed but are not part of the selection process. They are seen as an opportunity for the candidate to gain information to support their application and interview.

4.5 Shortlisting

Shortlisting is intended to identify a manageable number of candidates for interview using the criteria included in the candidate specification.

- 4.5.1 Candidates who have provided a CV rather than filling out an application form should not be considered for shortlisting. The information that is found on CVs is usually limited and does not allow adequate assessment of the candidate's suitability for the job in the way that an application form does.
- 4.5.2 There should be at least two people assessing the applications when shortlisting takes place to ensure that no relevant information is missed and that the process is fair. **At least one person involved in the shortlisting process should have undergone safer recruitment training.**
- 4.5.3 Shortlisting panels should consider each application on its merits and assess each candidate equally against the criteria contained in the person specification.
- 4.5.4 Any candidate who does not meet the essential criteria on the candidate specification should not be shortlisted.
- 4.5.5 If more candidates meet the essential criteria than it would be feasible to interview then the desirable criteria can be used to narrow the applicants to a manageable number.
- 4.5.6 **Any gaps in employment or sudden changes in career, which may conceal safeguarding issues**, can be highlighted at the shortlisting stage to be followed up through the selection process.
- 4.5.7 A record of the shortlisting process should be kept to justify any decisions made at this stage

4.6 References

- 4.6.1 Once the shortlisting process has taken place references for each of the candidates selected to progress should be taken up. **The purpose of taking references now rather than after selection is to identify at this stage if there are any safeguarding issues** that would need to be considered and addressed during the selection process. Open references and testimonials do not service the safeguarding process.
- 4.6.2 References can be taken up verbally, however, these must be followed up with a written confirmation of what has been said. **Verbal references must use the same reference criteria as a written reference (Section 4.6.4), including suitability to work with children.**
- 4.6.3 Ideally one reference should be from the current or most recent employer. **If this is not a reference that has any relevance to the candidate working with children then it would be advisable that the other referee should be able to provide this information.** If the candidate may experience difficulties if the current employer is approached then two other references should be sought at this stage with the understanding that the current employer will be approached should they be offered the post.
- 4.6.4 The referees should always be approached by the school directly as open references cannot be relied upon to be accurate.

When seeking a reference this should verify several things:

- Employment history i.e. that the candidate has been with an organisation for as long as they stated in their application form
- The relationship between the referee and the applicant

- The applicants suitability to do the job applied for
- **Conduct, including performance management issues, disciplinary offences, whether time expired or not**
- **Any specific concerns in employment** (please contact the HR Team for advice if any issues relate to disciplinary proceedings or allegations made)
- **Knowledge of the applicants suitability to work with children**
- Areas for development
- For teaching appointments evidence of outstanding teaching over time is required

4.6.5 The referees should be advised that they have a legal liability for references and that the reference should contain no misstatement or omissions.

5. Selection process

5.1 Interview tasks

Traditionally interviews have been the main tool used in selecting the best candidate. However, it is widely accepted that interviews alone do not always offer a comprehensive overview of the candidate's abilities. We believe it is a good idea to use other selection methods alongside the interview to allow a better understanding of each candidate to be reached. Some of the methods that can be used are listed below;

- Work related tests which simulate a scenario or activity that the candidate may expect to encounter in their day-to-day work
- Unseen presentation
- Focused discussion, for example around recent educational developments
- Job trials, for example observing class teaching or taking assemblies

5.2 Key factors

Whatever strategy the Selection Panel decides to use, the important factors are that it is:

- Transparent – i.e. it is conducted in a way that would stand up to external scrutiny such as Freedom of Information requests;
- Reliable – i.e. it provides a consistent measurement tool for the assessment of each candidate;
- Valid – i.e. it is appropriate given the genuine requirements of the job;
- Supports appointment on the basis of merit.

6 Interviews

6.1 The Questions

Standard questions should be prepared and asked of all candidates to ensure consistency of approach. However, dependent on the candidate's response the interviewer may probe and gain further information.

Interview questions should be written to elicit the desired responses from candidates and to assess their level of knowledge, skills and abilities. Ideally they should encourage the candidate to give examples of their experience rather than posing hypothetical scenarios. The questions should be based on the knowledge, experience and skills listed within the job description and person specification.

For positions working directly with children and panel of students will form part of the interview process in order to observe the candidates interaction with children, allow them to meet students, and to get their views on the suitability of the candidate.

Thought should also be given to including questions that assess the candidates' attitudes and motives towards working with children. Any gaps in employment or concerns raised through the shortlisting and referencing procedure should also be addressed at the interview stage to ensure that the candidate selected is suitable to work with children.

It should be made clear who the member of the panel with responsibility for safeguarding is at the beginning of the interview. They will always ask a question to test the candidates understanding of safeguarding and attitudes to working with children

Agreed Safeguarding Interview Questions *(agreed with governors on 23rd Nov 2016)*

Questions probing knowledge of policy and procedure:

- What have you done in the last twelve months to improve safeguarding of children in the workplace?
- Describe to us the key aspects of the safeguarding policy in your workplace
- Give me an example of when you have had a safeguarding concern about a child. What happened?
- Tell us about a time when you have had to challenge the views of someone more senior than yourself in relation to safeguarding concerns. What was the outcome?
- What have you learned from a serious case review? *(Leadership)*
- What are the key elements of the September 2016 document "Keeping Children Safe in Education" and how has this affected your practice? *(Leadership)*

Questions probing values and ethics:

- How do you feel when someone holds an opinion that differs from your own? How do you behave in that situation?
- What are your attitudes to child protection? How have these developed over time?
- What are your feelings about children who make allegations against staff?
- Have you ever had concerns about a colleague with regards to his or her behaviour or attitude towards the children in his or her care? How did you deal with this? *(Leadership)*

Questions probing emotional maturity and resilience:

- Tell us about a person with whom you have had particular difficulty in dealing. What made it difficult? How did you manage the situation?
- Tell us about a time when you have been working with children and your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? With hindsight, how might you have improved your response? *(Leadership)*

Questions probing motivation for working with children:

- What do you feel are the main reasons that have led you to want to work with children?
- What has working with young people/children taught you about yourself?

Question around equality & diversity:

- What is your understanding of equality and diversity?
(ALWAYS ASK THIS QUESTION)

Areas of concern with regard to safeguarding questions could be:

- **No understanding or appreciation of children's needs or expectations**
- **Inappropriate language when talking about children**
- **Unclear boundaries with children**
- **Vagueness about experiences and gaps or unable to provide any examples to support what they tell you**

Interviewers should not ask questions which could be regarded as discriminatory such as those relating to family commitments, race, gender, marital status, sexual orientation, occupation of spouse, trade union activities, political or religious beliefs.

6.2. Planning the interview environment

It is important that the interview environment is accessible and comfortable for both candidates and the Interview Panel. Think about such points as ensuring that there is:

- accessibility to all candidates and in particular those with a disability
- adequate lighting and heating;
- comfortable seating;
- no noise distractions;
- appropriate reception facilities – i.e. someone not on the Interview Panel to meet and acknowledge candidates;
- appropriate waiting space for candidates – with copies of the role profile and other relevant literature such as annual reports, staff newsletters.

The Chair Person's role is to introduce the panel (including the safeguarding lead), explain the interview format and maintain continuity throughout the interview.

At the end of each interview, time should be allowed for each interviewer to consider the candidate's responses and make further notes.

6.3 Interview panel notes

It is important that the interview panel take notes as reminders of the candidate's responses and their own judgements in relation to these responses. Notes should be written in pen, be clearly legible and be handed to the senior leader managing the process at the end of the interview process. They will then be passed to school business manager to keep on file.

6.4. Making the decision

The selection decision should then be made based on the outcome of all selection tools. It is important that your decision making process is clearly documented and that all documents relating to the selection process are kept as recruitment and selection procedures are subject to the provisions of the Freedom of Information Act 2000. Also an

unsuccessful candidate may take an employer to an Employment Tribunal if they consider that they have been unfairly discriminated against in an interview. This record should form the basis of the defence against such a claim. These records should be kept for a minimum of 6 months.

6.5. Feedback

All candidates are entitled to request post-selection feedback on their application for the position and their performance as measured against the selection criteria. Feedback is normally given by the Chairperson of the Interview Panel, but may be undertaken by other members of the interview panel with their consent.

The purpose of feedback is to provide the candidate with factual and accurate information on:

- the process used by the Interview Panel;
- the reasons why they were unsuccessful in being appointed to the position, relevant to the selection criteria;
- areas for future development.

The discussion should be confined to comparing the candidate's abilities, knowledge and skills against the selection criteria and genuine job requirements. Briefly document the feedback given and keep these notes with the other selection documentation.

7. Confirming the decision

7.1 Pre-Employment checks

Once a decision has been made the following pre-employment checks will be made:

- **enhanced DBS check;**
- **teacher prohibition check;**
- **NCTL teacher service check;**
- **medical, identity** (to check the person arriving at school is the person the checks have been made for);
- **professional status;**
- **qualifications** (*Original evidence must be seen*);
- **right to work in the UK.**

7.2 DBS Checks

An enhanced DBS certificate, which includes barred list information, will be required. Once the check is complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to the school business manager before they take up post. If the school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

Before using the Update Service schools must:

- obtain consent from the applicant to do so;
- confirm the certificate matches the individual's identity; and
- examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information. The school or college can then subsequently carry out a free online check. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual should apply for a new certificate.

7.3 Teacher prohibition orders

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services' system. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication 'Teacher misconduct: the prohibition of teachers'.

7.4 Medical Checks

We carry out a check to verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

7.5 Overseas checks

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

7.4 Conditional offer

Once a decision has been made a conditional offer, subject to the above checks, will be made.

If the clearance process raises questions about the suitability of the candidate then the panel will need to reconvene to reconsider the appointment.

A legally binding contract exists once an offer has been made and accepted. It is therefore important to ensure the details, hours of employment and contract details should be clearly stated. Further guidance on fixed term and job share contracts will be provided at a later stage in the employment process.

New head teacher appointments should be ratified by the full governing body prior to confirming an offer with the candidate.

An employee should not commence work until clearances have been obtained as the offer cannot then be withdrawn and a dismissal will be required in the event of unsatisfactory clearances.

The Governor Personnel committee will be informed of all appointments at the following committee meeting.

8. Pay and Conditions of Employment

All staff employed within schools should be paid in line with the schools pay policy that should be reviewed on an annual basis. Both teaching and support staff are employed on terms and conditions that are agreed nationally and must be adhered to.

Any teaching staff within schools should be paid in accordance with the School Teachers Terms and Conditions of Employment which clearly specifies at what level the teacher should be paid in relation to years of experience and job responsibilities.

All support staff should be paid in accordance with National Joint Council (NJC) Terms and Conditions of Employment. The salary scale that they should be appointed to should be on a level that is commensurate with the responsibilities of the job.

8.1 Induction

During the first half term of employment all staff will receive an induction programme that will cover key aspects of their post, including safeguarding, e-safety, school improvement, whistle-blowing, IT systems and our Code of Conduct. From November 2016, they will also be required to complete the NSPCC online Safeguarding training and provide a copy of their certificate for the school file.

<https://www.nspcc.org.uk/what-you-can-do/get-expert-training/child-protection-schools-online-course/>

8.2 Support staff probationary period

Non-teaching staff will be subject to a six month probationary period and will have an initial review meeting (6-8 weeks after commencing employment), a second review meeting (12-14 weeks) and a final review (at 20 weeks). Should the member of staff receive a satisfactory final review meeting then a permanent position will be offered.

A copy of the probation meeting form is included in Appendix C.

9. Complaints procedure

Candidates who feel that they have not been treated fairly should be able to complain to the Chair of Governors within 14 working days of being advised of the outcome of the selection process. When such a complaint is received the Chair of the Governors is advised to discuss the issue with the headteacher and consult the Schools HR Team before responding. They should also provide the candidate with a copy of the school's complaints procedure.

Dear (Applicant's name)

Post of:

Thank you for your interest in the above post atschool. Please find enclosed an application form, job description and person specification. Please complete and return the application form by

.....school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, it is imperative that you provide all the relevant information requested in order for the school to meet this commitment.

Please note

- Any position that involves working with children requires declaration of ALL convictions/cautions regardless of whether these are deemed as spent and a DBS check will be carried out before any employment commences.
- References will be obtained before interview at shortlisting stage and may be used in the interview process.
- If previous employment has included working with children then at least one referee must be from this employment regardless of whether this is the current or most recent employment
- Any gaps in employment must be detailed and an explanation provided in the relevant section.

In the meantime, please do not hesitate to contact us if you have any queries.

Yours sincerely

Private and Confidential

Candidates Name
And Address

Date

Dear

Application for post of:

Further to your recent application for the above post, we are pleased to invite you for an interview on «**Interview_start_date**» at «**Interview_start_time**». In the first instance please report to «**Interview_location**» and ask for «**Interview_report_to**». We welcome visits from candidates prior to interview. Please contact the school office for further information.

As directed under the Disability Discrimination Act 1995 if you have any specific requirements to enable you to attend the interview please let us know in order for us to make any reasonable adjustments.

In accordance with Section 8 of the Asylum and Immigration Act 1996 employers are obliged to verify the status of recruits regardless of Nationality. Therefore, please bring with you to the interview proof of your right to work in the U.K. You should also bring any certificates of qualification you hold, which are relevant to this post.

Richard Cloudesley School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

We should be grateful if you would please confirm whether or not you will be attending the interview by contacting the school office 020 7704 8127. If we have not heard from you by 2 days prior to the interview, then we will assume that you are not attending.

In the meantime please do not hesitate to contact us if you have any queries., or would like to arrange a visit.

We look forward to meeting you.

Yours sincerely

Probation Period Assessment Form

Employee's name:		
Job title:		
Department:		
Start date:		
Line manager:		
Probationary review stage	Initial / Second / Final (delete as appropriate)	
Date		
Next review date		
<p>Assessment of performance: A brief assessment is required on the following aspects of the employees' work:- The employee's person specification should be attached and where appropriate each person specification requirement should be addressed in relation to the items referred to below.</p>		
	Please Rate: 1 = Requires improvement 2 = Average 3 = Good 4 = Excellent	Comments/Actions
Quality and accuracy of work		
Efficiency		

Attendance		
Time keeping		
Working Relationships (e.g. teamwork and communication)		
Where any areas require improvement, please give additional details and required actions below:		
Outline actions and support to improve performance		
Summary of employee's overall performance		

Employee's comments	
New probation period review/completion date:	
Date of completion of NSPCC Safeguarding Course: https://www.nspcc.org.uk/what-you-can-do/get-expert-training/child-protection-schools-online-course/	
Employee's signature:	
Manager's signature:	
Date:	

Final probationary review only, please complete below:

Is the employee's appointment to be confirmed?	Yes	No
If No, please give details below:		
Should the employee's probationary period be extended to allow time for improvement? (Final probationary review only)	Yes	No
If Yes, please specify the date on which the employee will complete the extended period and specify the improvement required.		

Staff Exit Interview

Staff name:			
Role:		Date started:	
Interviewed by:		Date of interview:	
What went well...		Even Better If ...	
Please consider whether the job met your expectations, career goals and aspirations, and the training and support you received.			
General comments:			
<p><u><i>We have discussed the principles of the safeguarding, e-safety policy and the staff code of conduct and how they apply even after a member of staff have left.</i></u></p>			