



## SAFER RECRUITMENT & SELECTION POLICY

<b>Responsible Trustees Committee:</b>	<b>Finance &amp; Resources</b>
<b>Policy type: (Statutory/Non Statutory)</b>	<b>Non Statutory</b>
<b>SMT Link:</b>	<b>Anita Frier</b>
<b>Author:</b>	<b>Arlene McLaughlin</b>
<b>Date policy reviewed/updated</b>	<b>March 2019</b>
<b>Date policy will be reviewed</b>	<b>March 2021</b>

<b>Review Completed</b>	<b>Amendments Y/N</b>	<b>Reason for Change</b>
March 2019	Y	Amendment to para 20.2 - Rehabilitation of Offenders Act and the GDPR
March 2019	Y	Inclusion of an Exit Interview form



**INSPIRING SCHOOLS PARTNERSHIP  
MULTI ACADEMY TRUST**

**SAFER RECRUITMENT & SELECTION POLICY**

<b>Contents</b>	<b>Page No</b>
Recruitment Policy and process	2 - 11
Vacancy Checklist	12 - 15
Appendix 1 - Supplementary Information	16
Appendix 2 - Safer Recruitment Planning Action Tool (including suggested Governor's Safeguarding Checklist)	17 - 23
Exit interview Form	24 - 26

## **INSPIRING SCHOOLS PARTNERSHIP**

### **SAFER RECRUITMENT & SELECTION POLICY**

#### **1. INTRODUCTION**

##### **1.1**

This Recruitment and Selection Policy has been developed in accordance with the DfE guidance contained in “Keeping Children Safe in Education” (September 2018). This policy aims to ensure safe, open and fair recruitment and selection is conducted at all times and to ensure Inspiring Schools Partnership appoints the best people to posts in the Trust and that safer recruitment practices are rigorously enforced.

##### **1.2**

The Trust takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and young people and to work together with other agencies to ensure arrangements within the Trust are effective in creating a safe environment to protect our students.

##### **1.3**

This policy should also be read in conjunction with the Trust’s other policies relating to student’s welfare, specifically:

- Safeguarding Policy including Keeping Children Safe guidance
- Health & Safety Policy
- Outdoor Education Policy
- Equality & Diversity Policy

#### **2. SAFER RECRUITMENT AND SELECTION POLICY STATEMENT**

##### **2.1**

The Trust is committed to safeguarding and promoting the welfare of all its students and expects all staff and volunteers to share in our ethos and values and safer recruitment is one of the first steps in achieving this.

##### **2.2**

The Trust is committed to attracting, selecting and retaining a diverse workforce comprising different backgrounds who will successfully contribute a valuable service and who will promote a positive learning experience for our students. A motivated and committed workforce with appropriate knowledge, skills, experience and the ability to perform to the highest standards is critical to the Trust’s performance and future development and the success of our students.

### **3. PURPOSE**

#### **3.1**

To ensure the recruitment of both permanent and temporary staff is conducted in a safe, open and fair, effective manner and working within a process which is both systematic and efficient.

#### **3.2**

To achieve this, we expect those that are responsible for each stage of the recruitment process to demonstrate integrity and a professional approach by dealing fairly with all internal and external applicants. The Trust is committed to upholding our obligations in law and within national collective agreements to not discriminate against applications on the grounds of any of the nine protected characteristics<sup>1</sup> determined as

- age
- gender reassignment
- being married or in a civil partnership
- being [pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

### **4. SCOPE**

#### **4.1**

This policy applies to all Trust employees and governors responsible for and involved in recruitment and selection of all staff.

#### **4.2**

The responsibility for approving and monitoring this policy lies with the trustees of Inspiring Schools Partnership Trust. The recruitment and selection lies with the Local Governing Body. The Local Governing Body has delegated the responsibility to the Principal/HT for appointing staff.

### **5. AIMS AND OBJECTIVES**

- Ensure that the safeguarding and welfare of children and young people takes place at each stage of the process
- Apply a consistent and fair approach to the appointment of all Trust staff

---

<sup>1</sup> Equality Act 2010

- Ensure all relevant equality & diversity legislation is adhered to and that candidates are not discriminated against in accordance with the Equality Act 2010
- Ensure the most cost effective use is made of resources in the recruitment and selection process
- Deter prospective applicants unsuitable for work with children
- Identify and reject applicants unsuitable for work with children

## **6. PRINCIPLES**

### **6.1**

The following principles are covered by this policy:

- Applicants will receive fair and consistent treatment at all stages of the recruitment process.
- The most suitable applicant will be selected for appointment using the requirements outlined in the job description and person specification and who demonstrate the knowledge, experience and skills required for the post.
- Selection will be carried out by a panel with at least two members, both of whom should have completed safeguarding training. At least one member of the appointment will have undertaken safer recruitment training<sup>2</sup> as recommended by the DfE.
- Appointment will be made based on consistent criteria which will include an application form/letter and an interview. Additional criteria may be applied where appropriate and could include, delivering a lesson, in tray exercise, assessment by a student panel, group discussion or a practical task. This is not a definitive list and other criteria may be applied in consultation with the Principal/HT.
- Posts will be advertised internally and where appropriate externally in the appropriate media, including the internet.
- Every vacancy will be advertised across all schools within the Trust and internal suitably qualified staff are welcome and encouraged to apply for any vacancy within the Trust.
- Reasonable adjustments will be made during the recruitment and selection process in accordance with the provisions set out in Equality Act 2010 where candidates have informed the Trust of a disability.

## **7. EQUALITY & DIVERSITY**

### **7.1**

The Trust is committed to providing equality of opportunity for all and will not discriminate either directly or indirectly on the grounds of race, colour, ethnic origin, sexuality, nationality, sex, religion, marital status, age or disability.

---

<sup>2</sup> Regulation 9 of The School Staff (England) Regulations 2009

## **7.2**

Every disabled candidate for normal employment will be interviewed unless lacking the necessary attributes or qualifications. Wherever possible and reasonable, we will ensure that appropriate help and support is provided where required to help a person with disabilities during the recruitment and selection process.

## **8. SAFER RECRUITMENT – RECRUITMENT AND SELECTION TRAINING**

### **8.1**

All members of the interview panel must have received Safeguarding Training. At least one member of the panel must have completed Safer Recruitment training before the start of the recruitment process as outlined in para 6.1 above.

## **9. PRE-RECRUITMENT PROCESS**

### **9.1**

The objective of the recruitment process is to attract, select and retain staff who will strive to promote and contribute to the success of the Trust and all its learners and who share our vision, values and standards.

### **9.2**

A candidate's first impression of the Trust and the impact it has on the individual cannot be underestimated, therefore to ensure a positive and favourable experience, those involved in the Trust's recruitment and selection process should ensure:-

- Candidates are made welcome on arrival
- Courtesy and respect is shown to all candidates, both internal and external
- Candidates are left with a positive impression of the Trust
- Candidates understand the role of the post and what will be expected of them.
- Relationships and contact with students is clearly explained.

## **10. APPLICATIONS**

### **10.1**

A standard application form (which will include the information listed in the DfE Guidance Booklet on Safer Recruitment) will be used to obtain a common set of core data from all applicants and this will be used for shortlisting and during the interview process. The application will include a letter from

the candidate detailing the reasons they wish to apply for the post and the skills, knowledge and experience they believe makes them suitable for the post.

## **10.2**

Curriculum Vitae are not to be substituted for an application letter.

## **11. JOB DESCRIPTION AND PERSON SPECIFICATION**

### **11.1**

Accurate and up to date Job Descriptions and Person Specifications are an essential selection tool and are required for all posts. These documents will include references to the responsibility of all staff for safeguarding and promoting the welfare of students together with suitability to work with children as an essential criterion.

## **12. SAFEGUARDING**

The job advertisement and all supporting recruitment information sent to prospective candidates will clearly state that the post is subject to an Enhanced DBS and Barred List check. A Safeguarding statement will also appear on all recruitment literature including the Trust's webpage. This will read:

*"Inspiring Schools Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".*

*All teaching and support members of staff must undertake the required employment checks which include the uptake of references both professional and personal and a satisfactory enhanced Disclosure & Barring Service (DBS) Check.*

## **13. REFERENCES**

### **13.1**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. This will include confirmation of candidates identity, right to work in the UK and checks made on the relevant Barred Lists ie Department for Education Employer Access Service and DBS barred list. Successful candidates for a management role will also be subject to a Secretary of State Section 128 direction check. References will always be sought and obtained directly from the referee.

### **13.2**

References will be sought on all short listed candidates, including internal ones, and where possible, will be obtained before interview so that any issues of concern raised can be explored further with the referee, and taken up with the candidate at interview. References or testimonials provided by the candidate are never accepted. Open references 'To whom it may concern' and so on will not be accepted if they fail to include date evidence or are without obvious authorisation.

### **13.3**

In all cases of applicants being invited to interview, where previous employers have not been named as referees, the Trust will contact the previous employer to clarify any anomalies or discrepancies.

## **14. SHORTLISTING**

### **14.1**

Shortlisting should be undertaken by at least two people, who should be members of the Interview Panel. All candidates must be assessed equally against the person specification and application form without exception or variation.

## **15. INTERVIEWS**

### **15.1**

The interview will assess the merits of each candidate against the job requirements and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

### **15.2**

Prior to embarking on the interview process and on point of arrival, candidates selected for interview will be asked to provide:

- proof of identity;
  
- eligibility to live and work in the UK.

## **16. INTERVIEW PANEL**

### **16.1**

Interviews should always be conducted by more than one person. While a minimum of two interviewers will constitute a panel, ideally the panel should be made up of three people, one of whom should be a Governor/Trustee.

### **16.2**

The Panel should:-

- Have the necessary authority to make decisions about appointments.

- Be appropriately trained, including awareness of Equal Opportunities. All members of the interview panel will have undertaken Safeguarding & Child Protection Training and a least one member will have completed the DfE accredited Safer Recruitment Training in the last 2 years.
- Meet before the interview to agree:-
  - The required standard for the job to which they are appointing.
  - The issues to be explored with each candidate, especially those which might have arisen from the application form.
  - Who on the panel will ask each question including those issues around behaviour and attitude.
  - Assessment criterion in accordance with the person specification.
  - Agree a set of questions relating to the requirements of the post and the issues they will explore based on the information provided in the candidate's application and references.
  - Competency based questions should be asked to determine how a candidate responded to or dealt with an actual situation, or questions that test a candidate's attitude, knowledge or understanding of issues.
  - Always include a question to explore a candidate's understanding and practical application of safeguarding procedures.

### **16.3**

The panel ensures that they have fully explored with the candidate:

- Attitude towards children and young people.
- Ability to support the Trust's agenda for safeguarding and promoting the welfare of students.
- Any gaps in employment and satisfactorily explain any anomalies or discrepancies.
- Concerns or discrepancies arising from the information provided by the candidate and or the referee.
- Motivation for working with children.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Demonstrate their capacity to safeguard and protect the welfare of children and young people.
- Anything the candidate wishes to declare in view of the requirement for a DBS check.

### **16.4**

Should references not be available before the interview, the candidate must be asked by the panel, if there is anything they wish to declare/discuss in light of the questions that have been put to his/her referees.

### **16.5**

It is essential that the references are obtained and scrutinised before a person's appointment is confirmed and before they start work.

## **16.6**

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## **17. CONDITIONAL OFFER OF APPOINTMENT & PRE APPOINTMENT CHECKS**

### **17.1**

A verbal conditional offer of appointment will be made to the successful candidate. This will be followed up with a written offer of appointment, explaining that the offer is conditional on:

- Receipt of at least 2 satisfactory references
- Verification of identity
- Verification of professional/academic qualifications
- Satisfactory DBS check
- DfE reference number for all teaching posts
- Confirmation of qualified teacher status – Secure Access DfE Sign in Portal via the Teachers Services' web page
- Confirmation of mental and physical fitness to carry out their work responsibilities (via confidential health questionnaire and occupational health if necessary)
- A Certificate of Good Conduct is obtained from prospective employees who are UK nationals and have worked abroad
- Verification of eligibility to work in the UK
- Secretary of State Prohibition Orders
- Section 128 check

#### **17.1.1**

Individuals who have worked or lived outside the UK must undergo the same checks as all other staff. In addition further checks will be made that any relevant events that occurred outside the UK can be considered. Further details can be found on the GOV.UK website or follow the link:

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

### **17.2**

All checks should be:

- Confirmed in writing
- Original copy sighted of QTS and qualifications
- Documented and retained on the personnel file.
- Recorded on the Single Central Record
- Followed up where they are unsatisfactory or there are discrepancies or anomalies in the information provided.

### **17.3**

#### **TO BE READ IN CONJUNCTION WITH INSPIRING SCHOOLS PARTNERSHIP'S DBS CHECK POLICY.**

Where:-

- The candidate is found to be on The Children's Barred List or the Vulnerable Adults Barred List, or the DBS check shows s/he has been disqualified from working with children by a Court; or,
- An applicant has provided false information in, or in support of, his/her application; or,
- There are serious concerns about an applicant's suitability to work with children,

A referral should be made to the Principal/HT and the local authority Safeguarding Children Business Manager for guidance.

### **18. INDUCTION**

#### **18.1**

All staff newly appointed to the Trust will participate in an induction programme which will include the Trust's Safeguarding and Child Protection policies with specific induction in safeguarding, staff code of conduct and guidance on safer working practices. The content of the programme may vary to reflect the new member of staff's role and previous experience.

### **19. SINGLE CENTRAL RECORD OF RECRUITMENT AND VETTING**

#### **19.1**

The Trust will maintain a central record of recruitment and vetting checks, in line with the DfE requirements (see below). It will include details of:

- all Governors
- all staff who are employed to work at any Trust site
- all staff who are regularly employed at any Trust site whether employed directly by the Trust or through an agency
- all others who have been chosen by the Trust to work in regular contact with children including contractors and volunteers
- Any other people brought into the Trust to provide regular additional teaching or instruction for students but who are not staff members, e.g. a specialist sports coach

### **20. REHABILITATION OF OFFENDERS DISCLOSURE**

#### **20.1**

The Rehabilitation of Offenders Act (Exceptions) Order 1975 lists the exceptions to the 1974 Act in recognition that there are certain activities for which fuller disclosure of a person's criminal

history is relevant. All posts within Inspiring Schools Partnership are exempt from the Rehabilitation of Offenders Act 1974.

## **20.2**

Successful candidates who have been offered a conditional offer of appointment and for whom a DBS check has been received, will be required to declare spent and unspent convictions, cautions and bind-overs. A previously issued DBS Certificate will only be accepted in certain restricted circumstances. All data will be collected and stored in accordance with GDPR and the DPA 2018.

## **20.3**

The Disclosure and Barring Service has published a Code of Practice with accompanying explanatory guide for information. Inspiring Schools Partnership is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

# **21. DATA PROTECTION**

## **21.1**

Staff are entitled to see and receive, if requested, copies of their employment references. All records, either paper or electronic will be held in accordance with GDPR and the DPA 2018. Details of how the Trust collect, store and destroy data is provided in relevant privacy notices available on the ISP website.

## **21.2**

Further disclosed information will be treated in confidence and not used against applicants unfairly including adherence to the current statutory code of practices.

**INSPIRING SCHOOLS PARTNERSHIP  
RECRUITMENT & SELECTION – CHECKLIST**

This is a live document and is to be used throughout the cycle of the recruitment process to ensure all actions are checked and monitored. It will be retained as part of the successful candidate's personnel file to demonstrate appropriate Safeguarding Children procedures have been followed.

Each stage of the process should be complete before moving onto the next stage.

Title of Vacancy .....

Department.....

Permanent/Temporary.....

Agreed Scale.....

Agreed Salary.....

Reason for Vacancy.....

Curriculum/Line Manager.....

Proposed Start Date.....

Actions	Check	Person Responsible	Date Completed	Initials	*Principal/HT's Signature required
<b>PLANNING/RESOURCING –</b>					
Can the vacancy be filled by existing resources?		LM/SLT			
Is there a returner to work who could fill the post?		HR			
Have the duties of the post changed		LM/SLT			
Has the salary scale changed*		HR			
Is funding available? Agree salary		DCS			
Agree Funding for post & salary		DCS/Principal /HT			
Does the post need to be job evaluated		HR			
Agree Start date		LM/SLT			
Update job description & person specification*		CM/SMT/ HR			
Advert produced*		LM/HR			
Job Description, Person Spec & Advert agreed by Principal/HT*		Principal/HT			
<b>RECRUITMENT</b>					
Job Description, Person Spec & Advert forwarded to HR		LM			
Documents proof read		HR			
Advertise vacancy: TES Schools Post Noticeboards/Newsletters Internet/School Web page Online websites ie Reed/ Monster Gov.uk "Find a job" service Local Volunteer Employment Agencies ie Remploy Career Transition Partnership		HR			
Candidate Information Packs produced		HR			
Application Forms sent and acknowledged.		HR			
<b>SELECTION</b>					
Panel Identified		HR			
Shortlisting criteria agreed (see Recruitment Policy Guidance)		Panel			
Shortlisting Assessment Sheet produced		HR			
Application forms initially scrutinised to ensure candidates are eligible to apply. Initial identification of anomalies or discrepancies highlighted to Panel		HR			

Actions	Check	Person Responsible	Date Completed	Initials	*Principal/HT's Signature required
Applications, Job Description, Person Specification and Shortlisting Assessment Sheet forwarded to shortlisting panel		HR			
Shortlisting completed. Results recorded. Pack returned to HR		Shortlisting Panel			
Interview Agenda agreed		Shortlisting Panel			
Invitation to interview letter sent to candidates. <b>(At least 7 days notice should be given to all candidates where possible)</b> . Ensure suitably qualified disabled candidates are invited to interview. Unsuccessful candidates are informed		HR			
References requested – Anomalies/discrepancies identified to panel		HR			
Interview packs prepared and distributed for panel – minimum 2 days prior to interview including references where available		HR			
Cover & hospitality arranged		HR			
Interviews held (See Recruitment Policy Guidance) – Results recorded on Interview Assessment Sheet		Interview Panel			
Successful and unsuccessful candidate (s) informed		Interview Panel Member			
<b>APPOINTMENT</b>					
Pre Appointment Checks initiated (See Recruitment Policy Guidance)		HR			
○ Proof of identity		HR			
○ DBS Check		HR			
○ Academic qualifications		HR			
○ DfE Reference Number		HR			
○ Confirmation of QTS		HR			
○ Confirmation of satisfactory references		HR			
○ Medical fitness to work		HR			
○ Good Conduct Certificate where necessary		HR			

○ Eligibility to work in UK where necessary		HR			
○ Secretary of State Prohibition Orders		HR			
○ Section 128 Management Check		HR			
Formal Appointment letter sent*		HR			
Contract sent – before start date or no later than 2 weeks after start date*		HR			
Employee information recorded on SIMS & SCR		HR			
<b>INDUCTION</b>					
Line Manager informed pre appointment checks complete		HR			
Access to IT, internet account advised to IT Dept		HR			
School IP account opened		HR			
Induction process		As notified			
Successful completion of Probation – where relevant		HR			

1. Inspiring Schools Partnership requires staff who are convicted or cautioned for any offence during their employment with the Trust, to notify the Principal/HT in writing of the offence and penalty;
2. Respond to changes in Legislation required to ensure the safeguarding of children and review policy and practice in the light of developments. for instance the Disclosure & Barring Service;
3. Carry out an annual review of this Policy irrespective of legislation;
4. In addition to the various staff records kept in the Trust and in individual personnel files, a single central record of recruitment and vetting checks is kept. This is kept up-to-date and retained by the HR Department;
5. For the purposes of creating the record of checks for staff provided through a supply or employment agency, the Trust will request written confirmation from the supply agency that it has satisfactorily completed all relevant checks. Access to the check is only required where there is information contained in the DBS check. Information disclosed as part of a DBS check will be treated as confidential. Identity checks will be carried out by the Trust to confirm that the individual arriving for work is the individual that the agency has referred.
6. For the purposes of creating the record of checks for peripatetic staff (for music, sports, etc.) the Trust will require all necessary checks and DBS requirements are fulfilled.
7. Where volunteers are likely to have regular, on-going and unsupervised access to students, the appropriate checks listed above will be undertaken together with completion of the declaration contained in the Volunteers in Schools policy.
8. The Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure

### **Safeguarding Children and Safer Recruitment in Schools Checklist and Action Planning Tool**

Section 175 of the Education Act 2002 requires the governing body of a maintained school to make arrangements for ensuring that its functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding includes:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them in partnership with other organisations where appropriate.

This checklist has been compiled:

- to assist the trustees/governing body to meet their legal duties by reflecting on current arrangements and identifying areas where they feel they could and need to do more to improve safeguarding practices and
- to provide an audit of the effectiveness of safeguarding practice at Inspiring Schools Partnership Multi Academy Trust.

Guidance in relation to these questions is contained within:

Keeping Children Safe in Education 2018 which can be found in:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/Keeping\\_Children\\_Safe\\_in\\_Education\\_3\\_September\\_2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

#### **The Local Governing Body is required to:**

- a) Decide who on their behalf should carry out this audit. This could be the Chair, the nominated governor for safeguarding or a small group of governors
- b) Complete the checklist and report back to the Governing Body in the summer term. Agree actions arising for any area, which requires further development.

## SUGGESTED GOVERNORS SAFEGUARDING CHECKLIST

### Leadership and Management

Safeguarding Feature		Response	Action to be Taken
1	Is the Governing Body aware of its statutory duties (S175 Education Act 2002) to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children?		
2	What mechanisms are in place to ensure that governors are aware of how safeguarding issues are being dealt with in their school?		
3	Has the responsibility for this been allocated to a named governor, group of governors or is it a whole governing body responsibility and is this clear to all concerned?		
4	Was the Governing Body involved in drawing up the schools safeguarding policy and is it involved in regular reviews of this and other related policies?		
5	When did the governing body last review the school's safeguarding policy?		

Safeguarding Feature	Response	Action to be taken
6	Does the Governing Body ensure that their school has a designated person for child protection who is a member of the schools Senior Leadership Team and that their training has been refreshed every two years?	
7	Are arrangements in place to ensure that, in the absence of the designated person, staff members know where to go to seek advice?	
8	Does the Governing Body monitor whether the whole staff, including non-teaching staff, has received training, within the last three years?	
9	Are there sufficient resources available to the Designated Person to enable them to effectively carry out their role?	
10	Are individual governors clear on the difference between a complaint and an allegation and the different ways that these need to be handled?	

Safeguarding Feature		Response	Action to be Taken
<b>11</b>	Are individual governors clear on the difference between a complaint and an allegation and the different ways that these need to be handled?		
<b>12</b>	Is the Chair of the Governors aware of their role and the procedures for dealing with allegations relating to the Headteacher?		
<b>13</b>	Are the schools safeguarding responsibilities communicated to parents?		

## Designated Person

Safeguarding Feature		Response	Action to be Taken
1	Are there mechanisms for ensuring that new staff, supply staff and volunteers are made aware of who is the designated person and arrangements for child protection in school?		
2	Has the designated person access to current information and resources?		
3	Is the designated person clear on the thresholds and mechanisms for making referrals to the LA/Social care		
4	Does the designated person keep detailed accurate secure written records of referrals and or concerns?		

## Recruitment and Vetting

Safeguarding Feature		Response	Action to be Taken
1	Is the schools single central record of recruitment and vetting checks located in one place within school?		
2	<p>Does your single central record contain the following:-</p> <p>1) Name, address, date of birth and the name of the person verifying this information and date it was verified</p> <p>2) A record of all qualifications that are legally required for the post and the signature of the person who verified this information and the date</p> <p>3) In line with best practice a DBS check for all staff employed after March 2002, renewed every 5 years</p> <p>4) A signed declaration is undertaken for all staff annually.</p> <p>5) The right to work in the UK Overseas criminal record check</p>		

Safeguarding Feature		Response	Action to be Taken
3	<p>Does your single central record cover the following groups?</p> <p>1) All staff employed to work at the school</p> <p>2) All staff who are employed as supply staff, whether employed directly by the school, local authority or an agency</p> <p>3) All others who have been chosen by the school to work in regular contact with children. This includes volunteers, governors working as volunteers and people brought into school to provide additional instruction. The current definition of regular contact is 4 or more occasions in 30 days.<sup>3</sup></p>		
4	Do the staff involved in maintaining the single record have access to a copy of the guidance?		
5	Have the staff members involved got a clear understanding of the process and its importance?		
6	Is a member of the schools SMT/SLT or governing body responsible for keeping a check that the single central record is up to date and that a record exists that all staff are vetted?		

3

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550197/Regulated\\_activity\\_in\\_relation\\_to\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf)



## Inspiring Schools Partnership Exit Interview

### Aim of the Exit Interview

It is good practice to ask all staff resigning from the Trust to participate in the exit interview procedure. The purpose of conducting an interview when an employee is leaving the Trust is to ensure a safe, fair and supportive working environment is developed and maintained.

All interviews are confidential and comply with GDPR. Employees agreeing to provide information in this way are assured that their participation is valued and comments made will contribute to the process of continuous improvement with the Trust's schools. Participation in this process will not adversely affect a person's reference or future employment.

The information gathered through the exit interview procedure and questionnaire will be used in an anonymous statistical format to help inform the Trust's improvement strategy.

Name	
Position	
REASONS FOR LEAVING	
Why are you leaving?	

Does the location of the job have any bearing on your decision to leave?	
<b>WHAT NEXT?</b>	
What are you going to do?	
What attracted you to your new job?	
How does your new job differ from your current one?	
Do you feel the description of your job in the recruitment process here was accurate?	
Did you find that the goals and targets of your role were clear throughout your employment?	
Could your qualifications and skills have been used to better advantage?	
Did you feel you received appropriate support to enable you to do your job?	
Was the training you received adequate to enable you to do your job?	
Are there any further training opportunities you think we should be offering?	
What did you see as your promotion/career prospects with us?	

How might those prospects have been improved?	
How was your working environment generally?	
Are there any changes here to employment practices that you would like to recommend?	
Do you feel we implement employment policies fairly and equitably?	

Signed: .....

Date: .....