



**Eagle House Group
POLICY ON SAFE RECRUITMENT
AND VETTING**

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Eagle House Group's Safer Recruitment and Vetting Policy

1.0 Policy Statement

The Group is committed to safeguarding the welfare of children and young people and this policy is written in accordance with the "Keeping Children Safe in Education: for schools and colleges" statutory guidance issued by the DfE in September 2020. Eagle House Schools are supported by dedicated HR professionals who support the Head Teacher to adopt this policy and to follow the model guidance issued with the recruitment and selection toolkit.

2.0 Purpose

Safeguarding and promoting the welfare of children and young people is an integral factor of our school management. Robust and rigorous recruitment and selection practices helps deter or reject unsuitable applicants from gaining positions within the Group and helps to ensure that the workforce is fully committed to the safe welfare of children and young people who contribute to a safe and secure environment.

2.1 The purpose of this policy and associated guidance is to collate principles of good practice and to provide guidance that incorporates the nationally recommended approaches to safeguarding children.

3.0 Scope

The measures described in this policy should be applied in all settings within Eagle House Group.

4.0 Roles and Responsibilities

The Head Teacher is responsible for the internal organisation, management and control of the School. However all staff and volunteers have an integral responsibility in ensuring that the environment is safe and secure for children/young people and that appropriate procedures are followed.

4.1 The recruitment toolkit that accompanies this policy should be used by anyone who is involved with recruitment, selection and induction of staff.

4.2 The Head Teacher and HR Department will ensure that at least one person in every selection and recruitment panel has completed safer recruitment training either via the NSPCC online training website or the Educare Online Training website www.educare.co.uk.

4.3 All HR staff, senior leaders and middle managers, who are regularly involved with recruitment, must hold a current and valid certificate in safer recruitment from either of the two organisations above. Current is determined as within the last three years.

5.0 Equal Opportunities

The Group is committed to securing genuine equality of opportunity. Our staff are encouraged to demonstrate their commitment to equality by taking action which eliminates discrimination and promotes equality of opportunity.

5.1 The recruitment and selection process will be applied fairly and consistently to all applying for positions within the Group regardless of gender, race, marital status, national or ethnic origin, nationality, disability, sexuality, sexual orientation, age, religion, pregnancy and maternity, trade union membership/non membership, status or number of hours worked.

6.0 Safeguarding Statement

The Group is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our

recruitment and selection practices reflect this commitment. All successful candidates will be subject to Enhanced Disclosure and Barring Service checks along with other relevant employment checks.

7.0 The Recruitment Process

This Policy does not seek to replicate the Group's guidance and code of practice on recruitment and selection, which comprehensively outlines the legislation and best practice on this subject. It is, however, essential that the assessment and selection of candidates for posts working with, or having regular contact with, children or vulnerable adults is robust and directly addresses matters relating to the client group in question.

The following checklist provides the minimum essential requirements when recruiting to such positions, including voluntary and unpaid positions (please refer to the Volunteer Policy for further information on volunteers):

- Ensuring job descriptions/role profiles are up to date and make reference to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the person specification includes specific reference to suitability to work with children (if applicable)
- Advertising
- Using application forms to obtain and scrutinise comprehensive information about applicants
- Ensuring references are obtained that help assess applicants suitability for the post through specific focussed questions
- That all shortlisted applicants have face-to-face interviews
- Applicants are asked specific questions at interview examining attitudes towards children, young people, or vulnerable adults (as applicable)
- Verification of applicants identity
- There is effective scrutiny of the information provided by applicants, such as references, gaps in employment or educational history
- Discrepancies and qualifications are checked and followed up
- Completion of mandatory employment checks, such as Barred List check and Enhanced DBS check via the Disclosure and Barring Service
- With regard to overseas staff, the same checks will be made as for all other staff, but should additionally include a certificate of good conduct from their home police force or embassy, as well as from other countries where they have worked. DBS Enhanced Disclosures do not detail offences committed abroad
- Verification that the applicant has the health and capacity for the job
- For teachers who were appointed from September 2014 to date, an NCTL check is also completed to check for restrictions/sanctions that have been imposed by regulators of the teaching profession
- Verification of the applicant's right to work in the UK
- Induction programmes that ensure a 'safeguarding children' culture is adopted and embedded into continuing practice
- Applicants' attitudes and behaviour should continue to be monitored or supervised post-appointment
- Performance Management

8.0 Central Record of Pre Employment Checks

In addition to the various staff records kept in the head office and on the electronic individual personnel files, a single central record of recruitment and vetting checks will be kept in accordance with Ofsted requirements.

The record will contain details of checks on the following people:

- All staff who are employed to work at the School
- All staff who are employed as supply staff to the School whether employed directly by the School or through an agency
- All others who have been chosen by the School to work in regular contact with children. This will cover volunteers, and people brought into the School to provide additional teaching or instruction for students but who are not staff members, e.g. a specialist sports coach or therapist

8.1 The record of checks will be kept up to date and be readily available for Ofsted and HM Inspections.

8.2 For the purposes of creating the record of checks for supply staff provided through a supply agency, the School will request written confirmation from the supply agency that it has satisfactorily completed all relevant checks. The School does not need to carry out or see the checks itself except where there is information contained in the DBS Enhanced Disclosure.

8.3 Identity checks will be carried out by the School to confirm that the individual arriving at the Group is the individual that the agency intends to refer to them. Information disclosed as part of a DBS Enhanced Disclosure will be treated as confidential.

8.4 The central record will indicate whether or not the following have been completed:

- Identity checks
- Qualification checks for any qualifications legally required for the job e.g. those posts where a person must have QTLS, NPQH, PGCE, RMA, Cert Ed. Additionally, for those applying for teaching posts, registration checks where appropriate Prohibition from teaching check (Teacher Services)
- Checks of permission to work in the United Kingdom
- Barred List checks
- Disclosure and Barring Service Enhanced Disclosure
- Further overseas criminal records checks where appropriate

A model format for a central register of checks is attached at Appendix A.

9.0 Protection of Children Act and Referral to the Children’s Safeguarding Unit (Barred List check) at the DfE

There is a statutory requirement for the provision of the Protection of Children Act and Barred List check scheme to be applied where employees work in the provision of care services to children. Employees at a School who are dismissed, who resign in circumstances which may have lead to dismissal or where a disciplinary transfer has occurred on grounds of misconduct which harmed or placed a child at risk of harm will be referred to the relevant Children’s Safeguarding Unit (Barred List check).

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Appendix A

Safer Recruitment and Vetting Toolkit for Groups

Guidance on Making a Safe Appointment

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1.0 Planning the Recruitment Process

It is vital for successful recruitment to plan the whole process from the outset. This will ensure that sufficient time is left between each stage and that applicants are given essential and focussed information about the Group and the post that they are applying. This is to ensure the right people apply for the role.

This will require reviewing:

- The person specification
- The job description
- The advert – its appearance and where it is placed
- The interview and selection procedures
- Roles and responsibilities, during the recruitment process, for example, who is going to carry out the different stages of the process

Eagle House Group adopts an explicit recruitment and selection policy which will underpin actions through the whole process from advert to induction. The policy contains an explicit statement about the organisations commitment to safeguarding and promoting the welfare of children. The below statement has been taken from the model policy that forms part of the safeguarding toolkit. **It is strongly recommended that the statement below is included in candidate information packs for any Group post.**

***“This Group is committed to safeguarding and welfare of children and young people and expects all its employees to share this commitment.*”**

1.1 Candidate Application Packs

Candidate application packs will be sent out from the Human Resources Department. The application pack will include:

- Application form
- A detailed job description and person specification
- Details about grade and type of post e.g. Is it fixed term, part time etc...
- Statement about employers commitment to safeguarding children and welfare of children (as detailed in previous section)
- School and, where appropriate, Group information including key policies.
- Details of key terms and conditions of employment e.g. term time only
- Equal opportunities statement
- Information about the recruitment and selection process i.e. interview dates or details of observations etc.
- Details about what employment checks will be required (see pre employment checklist)
- AET Self Evaluation forms (Autism Education Trust)

1.2 Application forms

Applicants must complete a standard application form. It is **not** acceptable practice to rely on a curriculum vitae produced by a potential employee.

Word of mouth recruitment or unsolicited applicants should, be avoided as a means of filling a vacancy. Applicants making speculative contact should be asked to apply for a specific post and complete the relevant application form.

Requiring candidates to complete an application form ensures a common set of core data is gathered from all applicants and will make certain that all the necessary information recommended by the DFE is collected.

1.3 Job Descriptions and Person Specifications

An outline job description for the post need not be expansive but should give a clear description of the main purpose or function of the job. The Human Resources Department hold a 'bank' of generic job descriptions which can be adapted as necessary to reflect local needs.

All job descriptions where the post holder is in contact with children should detail the individual's responsibility for promoting and safeguarding the welfare of children and young persons and should include the following statement:

"The post holder is responsible for ensuring that the Group Safeguarding Child Protection Policy is adhered to and concerns are raised in accordance with this policy"

The person specification should detail the qualities and competencies required based upon information within the job description and the conditions applying to the post. Details of how the requirements will be assessed should be included.

If applicable the person specification should specifically contain the criteria "suitability to work with children".

The person specification is crucial in that it will help to shape how the recruitment process is conducted. It is advisable to separate these features into essential and desirable categories. All person specifications must detail:

- Qualifications required to do the job
- Professional Registrations (if required)
- Enhanced DBS Enhanced Disclosure required
- Define the skills and competencies required
- Explore issues relating to the safeguarding of children such as:
 - Motivation to work with children
 - Ability to form and maintain appropriate relationships and personal boundaries with children
 - Emotional resilience in working with challenging behaviours
 - Attitudes to use of authority and behaviour management

Time spent on the production of a full, carefully drawn and objective person specification will invariably avoid later difficulties in interpreting and applying vague and imprecise requirements. The job description and person specification are the documents against which the competence of the applicants is measured it is therefore vital that these documents are accurate and reflective of the required competencies, skills and experience at the time they are provided to candidates.

If your recruitment decision is challenged it will prove difficult to defend such a challenge without an accurate and comprehensive person specification. The Human Resources Department will be able to provide advice and guidance on the production of job descriptions and person specifications.

1.4 Advertising

When advertising a post it is important to consider the following:

- Is the advert clear about the nature, the grade and location of the job?
- Does the advert provide the right key messages?
- Does the advert state what experience and qualifications are essential?
- Is the advert consistent with the job description and person specification?
- Where can the post best be advertised to ensure a suitable pool of applicants?
- Does the advert contain the Groups safeguarding and equal opportunities statements?

- Does the advert make it clear that the post will be subject to relevant pre-employment checks?

Adverts are the first stage of the filtering process. Candidates should be able to make an initial judgment about their own suitability for the post and self select accordingly. Further advice on the content of the advert can be obtained from the HR Department and the checklist for a safe and fair appointment within the toolkit.

2.0 Pre - Employment Checks

2.1 Introduction

Head Teachers and Senior Managers have a responsibility to undertake specific pre-employment checks on every person that they intend to engage or employ to work in their provision, the nature of which will depend upon the capacity in which that person will be working. Some of these pre-employment checks are strongly recommended as a matter of best practice while others are mandatory by law.

The following section provides information and guidance on the full range of pre-employment checks appropriate to the appointment of School based staff and has been designed to assist those involved in the recruitment and selection process. Further guidance should be sought from Human Resources on any aspect of the pre-employment checking process around which any uncertainty, difficulty or concern arises.

2.2 General Conditions

It is essential that every appointment is made **subject** to satisfactory completion of all the relevant pre-employment checks, unless the full range of checks has been undertaken by the time an offer is made, candidates should be made aware of this. It is strongly recommended that all efforts are made to obtain all pre-employment checks prior to the commencement of employment or engagement particularly in relation to references. Where this is not possible it is crucial that prior to employment commencing appropriate safeguards are put in place.

Staff who are being employed to work with children and young people will not be able to commence employment until an Enhanced Disclosure and Barring Service (DBS) and check against the DfE list of people restricted or banned from working with children (formally List 99 check) have been received.

An offer of appointment should be conditional upon:

- Receipt of at least two references which are satisfactory to the Head Teacher (the HR department will bring to the attention of the Head Teacher any unsatisfactory references). One of these references should be from the current or most recent employer
- Verification of the candidates identify
- A satisfactory Enhanced DBS Check
- A check against the DfE list of people restricted or banned from working with children
- A medical check satisfactory to the Head Teacher and HR department
- Verification of essential qualifications (as defined in the person specification)
- Verification of professional status e.g. QTLS, NCTL registration or registration with the HCPC (for therapists)
- For teaching posts – verification of successful completion of their statutory induction year
- Verification of their right to work in the UK
- Verification of mental and physical fitness
- Overseas checks (where applicable)

2.3 Collating and Retaining Details of Pre-employment Checks

A pre-employment checklist has been compiled which outlines the appropriate checks that should, and in some cases must, be undertaken on all staff and volunteers (for agency staff and volunteers please refer to appropriate checklist).

When a new appointment is made, the appropriate checklist should be completed by the HR department and should be retained in the new employee's personnel file along with their application form and copies of all documentation given as evidence in relation to the pre-employment checks. All paperwork relating to unsuccessful applicants should be retained for an initial 1 year period and then confidentially destroyed in accordance with data protection regulations.

3.0 The Checks

3.1 Application form

A completed application form provides provisions with the information that they require in order to shortlist a person for interview and acts as an applicant's signed and dated declaration of the qualifications, skills and experience that they possess. As posts involving regular contact with children or young persons are exempt under The Rehabilitation of Offenders Act 1974, by virtue of The Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, candidates for such posts are required to declare any criminal convictions, including spent convictions, that they have or any cautions, reprimands or final warnings that they have been subject to in relation to any offences.

Use of CVs is not permitted but an individual may submit a CV alongside a completed application form if they so wish.

3.2 Identity

It is vital that Head Teachers and managers are certain that the person they intend to employ is the person that they claim to be and they must see sufficient evidence to satisfy themselves of this. Photographic identification that includes a date of birth (such as a passport or photographic driving licence etc) is the most suitable form of identification.

Head Teachers and managers should be aware that certain documentation provided as evidence in relation to one pre employment check may, in some instances, be acceptable in relation to another. This is particularly relevant to checks relating to identity, right to work in the UK and the DBS Enhanced Disclosure.

Where an individual is provided by an agency you must check and verify the identity of the individual on arrival (please refer to agency induction checklist).

3.3 Right to work in the UK

It is a criminal offence to employ a person who does not have the right to work in the UK or to undertake the type of work that they are being offered. The Immigration Asylum and Nationality Act 2006 sets out the law on the prevention of illegal working and requires that employers make basic document checks on every person that they intend to employ.

Provisions will have a statutory defence against a conviction for employing an illegal worker if they check and retain copies of acceptable documentation in accordance with The Immigration (Restrictions on Employment) Order 2007 (see appendix 1 for a list of acceptable documentation). It is important that employers do not directly, indirectly or inadvertently discriminate against people on grounds of their race or ethnic origin by refusing to accept any documents from the list, by failing to carry out checks on every new employee or by making assumptions about a person's nationality or right to work in the UK.

3.4 Barred List Check

This is a list of people barred from working with children, compiled by the DfE. This check is done as part of the DBS Application Process and can also be accessed separately on the teacher's pension website by the school/provision based administrator or if not applicable the HR team. A Barred List check can be undertaken within 24 hours if necessary by the HR team.

3.5 Disclosure and Barring Service Checks

DBS Enhanced Disclosures provide details of a person's criminal record including convictions, cautions, reprimands and warnings held on the Police National Computer. The Disclosure includes a check on local police records.

3.5.1 When is a DBS check required?

The Schools Staffing (England) Regulations 2009 make it mandatory for DBS Enhanced disclosures to be obtained on all newly appointed School staff which include those who do not work directly with children e.g. administrative staff, site maintenance officers, etc.

The Group has agreed a policy of re-checking all employees and volunteers on a regular basis (every five years). Countersignatories in each provision should keep a database of when they are required to re-check disclosures and ensure that these re-checks take place on a five-yearly basis.

Provisions are not required to recheck existing staff in post unless:

- An individual moves to a new position that involves responsibilities not previously checked (e.g. moving from adult services to a School)
- There is cause for concern about the person's suitability to work with children arising during employment
- An employee has had a break in service of over three months or more

3.5.2 Applicants who have lived outside the UK

Newly appointed staff who have lived outside the United Kingdom must undergo the same checks as all other staff in provisions. This includes an enhanced DBS Enhanced Disclosure.

Applicants who have lived outside the UK in the past 3 years will need to provide Criminal Convictions Clearance from the country they were residing in, because the DBS cannot generally trace individuals abroad.

The applicant must contact the relevant Embassy to obtain a disclosure. The Provision must send the disclosure to the Human Resources team before full clearance to work is issued. In relation to the above the Group reserves the right to seek verification of the documents provided.

At what stage in the recruitment process should the DBS check be processed?

Identity checks should be completed for all short listed applicants at interview. The DBS application should be processed immediately following an offer and acceptance of employment.

3.5.3 Volunteers

All volunteers working in Provisions should be subject to an Enhanced DBS check and should not start work prior to receipt of a satisfactory DBS check. In addition a risk assessment should be conducted.

When conducting risk assessments for volunteers, Head Teachers (or a Senior Manager) must therefore give consideration to the following:

- What the Provision knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
- Whether the volunteer is well known to others in the School community who are likely to be aware of behaviour that could give cause for concern
- Whether the volunteer has other employment, or undertakes voluntary activities, where referees would advise on suitability
- Any other relevant information about the volunteer or the work they are likely to do

3.5.4 Supply Staff

A DBS Enhanced Disclosure is required for all Supply/Agency Staff.

Before taking on a member of supply staff provided by a supply agency, you must obtain written confirmation from the agency that all necessary pre employment checks have been carried out and are satisfactory. In relation to DBS Enhanced Disclosures the written notification from the agency must confirm that a relevant DBS Enhanced Disclosure has been requested, whether or not the disclosure has been received and if received whether it included any disclosed information.

Where there is disclosed information on the certificate, you must obtain a copy of the DBS Enhanced Disclosure from the agency before the Individual starts work. If the DBS Enhanced Disclosure refers to the existence of information additional to what is on the face of the disclosure, the supply agency cannot provide you with a copy of that information. If you want to engage the individual a repeat check must be carried out by the Provision. The individual must not undertake any work until the DBS Enhanced Disclosure has been received.

3.5.5 Working when a DBS Enhanced Disclosure is delayed or outstanding

For roles where a DBS Enhanced Disclosure is required and an application has been submitted but is delayed or outstanding, the individual may be allowed to work in the Group, subject to the Head Teachers discretion and the following requirements:

- The Head Teacher has conducted a risk assessment and does not have any concerns regarding a person's background
- The risk assessment includes reviewing the individual's employment history and reasons for any broken work history or career changes, checking all references have been received, are satisfactory and have been checked against the work history records and checking whether medical clearance has been received
- If the Head Teacher has any doubts regarding a person's background, such as broken service, then the risk must be addressed. For example, arrangements may be made for the member of staff to undertake alternative work or to refrain from starting work (it is recommended that Head Teacher contact the Human Resources team for clarification and advice)
- All other pre-employment checks have been completed. This includes a check against the DFE's list of people unsuitable or banned from working with children (formally List 99 check) and written confirmation has been received that no match has been identified
- The individual is supervised until full DBS clearance has been received. Supervision requires the Head Teacher to ensure that individuals are not allocated duties that put them in an unsupervised situation with pupils, that they are accompanied when working by a member of staff with DBS clearance, that their whereabouts are known to a senior member of staff when they are not working (e.g. during break times), that the individual fully understands

their personal responsibility not to put themselves in a situation where they are alone with pupils and what to do if this situation arises

The availability of information to the Head Teacher regarding the other pre-employment checks as detailed in this document is key because it enables the Head Teacher to conduct an informed risk assessment.

3.5.6 Documenting Decisions – when a DBS check is outstanding

A written record should be made and retained when a Head Teacher decides it is appropriate to allow an individual to work where a DBS check has been requested but remains outstanding (following a risk assessment by the Head Teacher).

3.5.7 Positive Disclosures

A positive disclosure from the Disclosure and Barring Service is a certificate that shows cautions, warnings or convictions. It may show spent convictions and also unspent convictions, and for Enhanced checks, it will also show other information that a police force deems relevant to disclose based on the nature of the job that the individual will be employed to do.

Before a decision is reached on whether to offer or confirm employment to an individual, the individual should be offered the opportunity to discuss the contents of the disclosure with the Head Teacher. A balanced decision to appoint should be based on:

- whether they are barred from appointment
- whether the conviction is relevant to the position
- the circumstances surrounding the offence, and any explanations provided by the applicant
- the seriousness of the offence
- the length of time since the offence occurred
- whether there is a pattern to the offending behaviour, or whether it was a one-off
- whether the applicant's circumstances have changed

Further discussion should take place regarding:

- whether the applicant disclosed the conviction(s)/cautions, warnings or reprimands at application or at interview stage
- what level of supervision will the post-holder receive
- does the post involve responsibility for finance or items of value
- will the nature of the role allow the applicant to potentially re-offend

The Head Teacher will make the overall decision about whether to employ or not employ the person. All positive disclosures must be discussed with Human Resources. It is strongly recommended that any disclosures which raise child protection issues are discussed with the Operations Director before a decision is taken. Where a decision to appoint is taken for the receipt of a positive disclosure the information will be recorded on a Positive Disclosure Decision Sheet and be stored on the person's file.

If an applicant has made a false declaration on the application form, or anywhere else, about convictions and cautions (or lack of them), this may render the offer of a contract of employment void. The Human Resources Department will advise on this.

3.6 Employment History

The Group must gain as much information as possible on the employment history of any person that they intend to employ. At interview, reasons for leaving previous posts must be sought and any gaps in employment should be thoroughly explored even if they are deemed non relevant to the post applied for. If a School has any doubts about the previous employment history of a teacher, the NCTL may be able to provide further information on those teachers registered with them.

3.7 Academic and professional qualifications

Provisions **must** verify that a potential employee has indeed achieved the qualifications that they claim in their application by viewing each original qualification certificate or diploma or a properly certified copy of those documents. If an employer is in any doubt about the authenticity of a qualification, they can check by contacting the relevant awarding institution. Photocopies of qualifications should be taken and signed and dated to support the fact that the original document has been seen.

3.8 Induction Standards

Teachers appointed or engaged to teach in a maintained Group or non-maintained special Group in England must have satisfactorily completed their induction period and met the induction standards, in accordance with The Education (Induction Arrangements for Group Teachers) (Consolidation) (England) Regulations 2012, or be subject to the exceptions in Schedule 1 of those regulations. Local induction procedures are provided for unqualified teachers and support is provided by a Teaching and Learning Mentor every 2 weeks.
[GTC abolished in 2010].

3.9 Health

Anybody appointed to a post that involves regular contact with children should have the appropriate health and physical capacity to undertake the duties of that post, in accordance with The Education (Health Standards) (England) Regulations 2003. The Group must ensure that candidates complete a medical screening form and where the screening form indicates a current or previous health issues a medical questionnaire should be completed by the applicant and forwarded to Occupational Health for assessment. The successful applicant should not take up post until the Head Teacher or governing body is notified by OH that they are fit for work.

3.10 Driving Licence

If an employee will be required to drive on Group business or may be required to escort children in their own transport in an emergency, Groups should ask for evidence that the employee holds the appropriate and valid driving licence to do so and is insured to undertake business journeys

3.11 Supply Teachers, Agency Staff and Contractors

Agencies and employment businesses are legally obliged, in accordance with The Conduct of Employment Agencies and Employment Businesses Regulations 2003, to carry out certain checks on workers. Head Teachers and governing bodies, however, retain ultimate responsibility for ensuring that any member of staff that they engage or employ to work in their Group, regardless of how that person was introduced to them, has been subject to all relevant pre-employment checks.

When a member of staff is engaged or introduced through an agency or employment business, the Head Teacher or governing body should ask for written confirmation of which checks have been undertaken on that person and the status of those checks. The same is true of all contract staff who will be engaged to work in or near the School and may come into contact with children during the course of their work.

The Group should refuse to engage a person from an agency or employment business if they are unable or unwilling to provide written confirmation of the pre-employment checks that have been undertaken prior to the person taking up the assignment.

3.12 Single Central Record of Recruitment Vetting Checks

As part of the Group's Ofsted inspection, inspectors will want to view the School's single central record of recruitment checks. It is therefore important that such a record is kept and maintained. A School is expected to have a record of:

- All staff employed to work at the School
- Staff employed as supply whether employed directly or through an agency
- Other staff who work in regular contact with children such as volunteers or specialist instructors

The record must indicate whether or not the following checks have been completed:

- Identity Checks
- Qualification checks for any qualifications legally required
- Prohibition from teaching check
- The right to work in the United Kingdom
- Barred List check
- Enhanced DBS
- Overseas checks where appropriate

The record should also indicate the date on which each check was completed or the relevant certificate obtained and who carried out the check. (See suggested pro forma in the template section).

4.0 References

4.1 Professional and Character References

References should always be taken prior to a candidate being appointed to a School post. It is strongly advisable not to rely on testimonials or open references. A telephone call will be made if there is any doubt about the authenticity of the author e.g.

- The reference is not on company headed paper
- The reference was sent from a private email account
- Any other slight areas of concern

Reference requests should contain details of the post on offer and should be structured to ask a referee to comment on specific areas relating to the post. Schools should always ask a referee to comment on the prospective employee's suitability to undertake the post on offer, to work with children and should specifically request any information on disciplinary offences.

The purpose of collecting references is to obtain objective and factual information to support the appointment decision. The use of a pro forma, tailored to the specific needs of the Group, will help achieve this. Job descriptions and person specifications should always be provided so that the referees can comment on the individual's suitability for the specific post in question.

Every reference request must ask the following:

- Referees relationship with candidate – how they know them, how long they have known them and in what capacity
- Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, based on the information provided in the job description and person specification
- Confirmation of person's current job title and salary
- Absence record
- Specific verifiable comments about applicant's performance and conduct
- Details of any disciplinary procedures in which the sanction is current
- Details of any disciplinary procedures the applicant has been subject to involving issues related to safety and welfare of children or young people, including any in which the sanction has expired
- If any concerns or allegations about the candidates suitability to work with children have arisen, what these were and how they were dealt with

See Reference Pro forma in the Toolkit under 'Templates' for further guidance on what information should be requested.

On receipt of these references any anomalies or areas that are vague should be thoroughly investigated further. Where necessary, clarification should be sought by telephone and referees asked to confirm in writing any key extra information provided. A written record of any telephone conversation must be kept with the personnel notes.

Any information about past disciplinary action, allegations or concerns (including those with child protection connotations) should be considered in the circumstances of the individual case. Where there is a history of repeated concerns or allegations, it is strongly advised that you contact Human Resources for more advice.

Three separate pre-employment checklists have been compiled which outline the appropriate checks that should, and in some cases must, be undertaken on Group staff.

When a new appointment is made, the appropriate checklist should be completed by the appointing officer, Head Teacher, Head of Department, or other relevant persons and should be retained in the new employee's personnel file along with their application form, Rehabilitation of Offenders Act declaration and copies of all documentation given as evidence in relation to the pre-employment checks.

5.0 Recording, Retaining and Sharing Information

5.1 Recording and Retaining Information

- All paperwork relating to unsuccessful applicants should be retained for an initial one year period and then confidentially destroyed in accordance with data protection regulations
- All information relating however indirectly to child protection concerns must be fully recorded and retained on the personal file
- This includes even those cases relating to child protection concerns that are deemed to have been completed and resolved or have been assessed as unfounded. This is essential in the process of identifying patterns of behaviour
- Records of such cases must be kept until the individual has reached normal retirement age or for a period of ten years from the date of the allegation if that is longer
- Any disciplinary or capability warning relating to child protection concerns must be retained beyond their expiry date as part of recording patterns of concern
- Quality of information and willingness by all parties to share information is crucial in safeguarding children's welfare. This information should be comprehensive and accurate

5.2 Sharing of Information and Referencing

- The GDPR/Data Protection allows sharing of personal information where that is required in order to fulfil a statutory requirement, such as child protection
- A high degree of confidentiality is required and information handled and stored within the best practice principles of the GDPR/Data protection Act
- Information must be retained in a secure locked cabinet with access controlled by the Head Teacher
- All Managers need to be aware of the issues and have access to the documentation, where appropriate for the purposes of child protection
- All staff and volunteers should be encouraged to discuss child protection issues and to share any concerns. The process for doing this should be made clear to everyone. (See Safeguarding policy.)
- All concerns raised by people outside the Group must be treated with the same level of seriousness and addressed in accordance with guidelines in the child protection document

6.0 Scrutinising and Short listing

Where it is possible employment checks should be completed between short listing and interview. By doing this, any information about past disciplinary action, allegations or discrepancies can be followed up at interview.

Information from references should be compared with information on the application form to ensure that the information provided is consistent. Any discrepancies should be taken up with the applicant.

All applications should be carefully scrutinised to ensure they are fully and properly completed. Any anomalies or discrepancies or gaps in service employment should be accounted for and checked. Reasons for repeated and regular changes in employment should be explored.

All candidates should be assessed equally against the criteria in the person specification without exception or variation. This should be recorded on a short listing matrix.

A minimum of two people should carry out the short listing process, one of which should have completed appropriate safer recruitment and selection training.

7.0 Interviews and Selection

It is essential that a face to face interview takes place prior to any appointment. The interviews should assess the merits of each candidate against the requirements in the person specification and job description. Interviews must also explore an individual's suitability to work with children by assessing attitudes and behaviours.

A robust selection process should not rely solely on the interview.

A range of selection activities should be designed in order to help assess who is the most suitable candidate for the job. For teachers and teacher support roles, it is legitimate to involve pupils in the process. Pupils should not take part in assessing candidate suitability but can contribute to the panel's assessment of the ability to interact with children.

Invitations to interview should:

- Detail all the arrangements such as date, time, panel members, length of the selection process, selection activities
- Remind them to bring all relevant documents, such as DBS Enhanced Disclosures where available, proof of qualifications, proof of identity

Copies of the above should not be accepted; it is originals only that can be presented. Copies should however be taken and kept on the Group file.

7.1 Selection and Interview Panel

In accordance with recommendation 76 of the Bichard enquiry at least one panel member should be appropriately trained to participate in recruitment and selection activities. This can be via online training provided by Educare Online Training:

www.educare.co.uk

Panels of at least 2 people should be involved in interviews, allowing for one member to observe and assess the candidate and make notes while the other is talking and asking questions. Alternatively panels may find it helpful to have someone present who can focus on taking notes.

The panel members should meet beforehand to agree a relevant set of questions that will enable the candidate's suitability against the selection criteria to be assessed. They will also need to have identified any issues they want to explore further from the candidate's application form and employment checks.

Groups should ensure that sufficient numbers of staff and governors are trained in advance of recruitment activities to form interview panels when necessary.

7.2 Scope of Interview

To further assess the suitability of the candidate for the particular post the interview panel should also examine:

- The candidate's attitude toward children
 - This may be assessed through their personal statement and through interview questions that probe their values, belief and ethics
- The candidate's motivation to work with children
 - Questions on their vision for education and learning and development of the child and young person and what their role is in contributing towards achieving this vision can help you assess their motivation
- Their ability to form relationships and respect professional boundaries
 - This should be assessed through focused questions and complementary activities, such as group exercises or occupational personality questionnaires
- Their emotional resilience in working with challenging behaviours and their attitudes in managing discipline and towards authority
 - Questions asking them to draw on previously difficult situations and how they managed these will help assess this
- Their ability to support the Group's agenda for safeguarding and promoting the welfare of children
 - Clarification of their understanding of the Group's approach towards child protection policies and procedures
- Gaps in the candidate's employment history and explanation of repeated changes in career must be discussed and clarified concerns or discrepancies arising from the information provided by the candidate and or referees

7.3 Questioning technique

The ability to ask questions that probe deeper and get beneath superficial answers is a skill that takes time to develop and practice. Those who wish to deceive are practiced in the art of deception. They may rehearse model answers to questions about safeguarding or areas of their past and it is essential that the questions asked unpick these responses so that there can be confidence in the validity of the answers.

7.4 Example questions designed to examine an interviewee's attitudes toward safeguarding children

1. What attracted you to teaching/ this post/ at this School?
2. How do you think your own childhood may have influenced your own practice?
3. What motivates young people?
4. Tell us about your interests outside work.
5. What do you think are the professional challenges facing teachers today?
6. Give an example of where you have had to deal with bullying behaviour between pupils? What did you do? What made it successful? How could you have dealt with it differently?
7. Young people can develop 'crushes'. How would you deal with this if a pupil developed a crush on you?
8. What would you do if you were concerned about a colleague's behaviour towards children?
9. Give an example of how you have managed poor pupil behaviour?
10. Give an example of how you have responded to challenging behaviour? How did it affect you emotionally? How did you cope with the aftermath?
11. When do you think it is appropriate to physically intervene in a situation involving young people? Have you ever had to do this?
12. What makes a School a safe and caring place?
13. What policies are important to support a safe environment?
14. What are staff's responsibilities in protecting children?
15. How do you define an appropriate teacher (or School Secretary/ LSA, etc) pupil relationship?
16. Give examples of what you would consider to be appropriate and inappropriate behaviour between / toward staff and pupils.
17. Have allegations ever been made about you at work? What were the circumstances? What was the outcome? What did you learn from this?

7.5 Other questions you could ask are:

1. Tell us what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?
2. Give me an example of when you have had safeguarding concerns about a child? What did you do? Who did you involve? What was the outcome?
3. Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take?
4. Tell us about how you have dealt with a child with 'difficulties'?
5. What are your feelings about children who make allegations against teachers or staff?

7.6 Follow up questions

Some of these questions will need following up:

For example question 15,

How do you define an appropriate teacher (or School Secretary/ LSA, etc) pupil relationship?

Could be followed up by:

So can you explain how you have ensured in your previous role that you have modelled this relationship? Were there times when boundaries were blurred? How did you manage this? Who did you involve? What have you learnt from this?

By asking a follow up question you start to unpick the initial answer and investigate the validity of the answers. By using other tests and assessments activities you can increase the level of confidence you have when making the final selection decision.

7.7 Summary of Ground rules for interviewing

- Be properly prepared

- Have all relevant paperwork for all interviews
- Have an agreed set of questions but ask additional questions to explore a specific and relevant issue relating to individual candidates
- Avoid telephone interviews
- Make notes on candidates responses and record judgements and the basis for them
- Use a matrix to standardise this information
- Probe to find out about any issues around attendance, capability and employment history
 - Ensure all your questions are relevant to the job and justifiable
 - Avoid any question or statement that may indicate the potential for unlawful discrimination
 - Ask questions that are based on actual experiences and behaviour
 - Conduct the interview in a relaxed and non-threatening way
 - Base final selection decision on criteria previously defined and evidence collated through the recruitment process

8.0 Group Exercises and other Selection Activities

- Classroom observation
- Group activities – discussions on relevant topics
- Written work
- Presentations
- Occupational Personality Questionnaire
- Assembly slots
- Playground duty

Above are some examples of the activities that can help provide evidence that will help a panel in assessing an individual's suitability for a particular post. All activities will need to be aimed at seeking evidence that candidates fulfil specific parts of the job description and person specification and the assessment of each candidate should be recorded in a way that captures this.

The more information you can collect and in as many different contexts the sounder your ultimate selection decision will be.

N.B. Remember that all the assessment activities must be about seeking evidence about the candidates suitability for the post as detailed in the application pack, job description and person specification.

It is not as easy to ensure consistency and equality when managing group activities, particularly when classes of children are involved. It is important to be mindful of the equality implications when planning and arranging other assessment activities and ensure that the criteria on which you are assessing each candidate are the same and all measures are put in place to make the foundations of the assessment as similar and equal as possible. By recording the activities on matrices that collect evidence and link to the job description these complimentary activities remain more objective.

8.1 Topics for group discussion/written work/presentations could be:

- What does Safeguarding mean to you/school? Present/discuss write your ideas along with suggestions for monitoring and measuring effectiveness
- Where does the responsibility for safeguarding children lie? Discuss the interrelationships and present your conclusions
- Present a topical article on child protection and ask them to discuss
- Present them with the 5 key aims of the Children's Act and ask them to present how they can contribute towards ensuring that they are achieved
- Present them with a case study of a child with 'difficult behaviour'/or based on cause for concerns - discuss

- What is abuse? How do you recognise it and how do you manage it? Discuss/present?

8.2 Assessment

With any of the above it is essential that the panel have reached a consensus as to why they are asking the candidates to undertake this activity. What competencies are they looking for? What would a model answer look like? What would cause concern?

The assessment of such activities should be collected on a structured assessment sheet. This should be kept with a record of the interview sheets and application forms.

9.0 Offers of Employment

A principle statement of terms and condition of employment should be sent to the candidate detailing the terms of their employment. Wherever possible employment checks should be complete and the Head Teacher is satisfied with the information received before the statement is issued.

The principal statement of terms and conditions will be issued by the Human Resources team on receipt of a fully completed New Starter Form. It is critical that where one or more pre employment check is outstanding this is made clear on the New Starter Form to ensure that a conditional offer is issued.

10.0 Induction

All new starters, permanent or temporary, should have an induction programme. Equally, volunteers and contract staff should be appropriately introduced to the Group.

Clearly the content and nature of the induction will vary according to the role and the previous experience of the new member of staff or volunteer.

10.1 The purpose of an induction programme is to:

- Help the new employee to settle quickly in the job
- Demonstrate the importance the Group attaches to the individual's development
- Provide training and information about policies and procedures
- Support individuals appropriately
- Confirm code of conduct and expectations and provide examples of behaviour that would not be acceptable
- Provide opportunities for a new member of staff to raise concerns
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately

10.2 Induction programme should include information about:

- Policies and procedures in relation to safeguarding and promoting welfare of children e.g. anti bullying, racism, internet safety, health and safety etc...
- Safe practice and standards of conduct and behaviour expected of staff and pupils in their establishment
- How and with whom any concerns should be raised
- Other relevant procedures (disciplinary, capability, whistle blowing)
- Appropriate level of child protection training according to the role

The induction process should support new staff by exploring the issues of child protection so that they do not place themselves or children at risk. It will confirm the individual fully understands what the Group expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

11.0 Code of Conduct

It is open to a School to develop its own specific code of conduct. It should cover all staff who work in the Group on a paid or voluntary basis.

12.0 Post Induction & Performance Management

Induction should lead into the application of the Group's performance management process. Performance objectives should be intrinsically linked with Group improvement and Group improvement intrinsically linked with safeguarding mechanisms.

Good performance management processes that are consistently applied throughout the year will ensure clarity about boundaries and desired standards of performance.

Safer Recruitment and Vetting Guidance

Checklist

Checklist for a Safe and Fair Appointment

Part	Criteria	Action	Tick, date when completed
1	Contents of Advert		
1.1	Job Title		
1.2	The organisation / Group what it does <ul style="list-style-type: none"> ▪ Achievements ▪ Growth ▪ Interest factors ▪ Future projects ▪ Developments ▪ New initiatives ▪ Size/structure 		
1.3	The Job duration of contract <ul style="list-style-type: none"> ▪ Is it a new post? Reason for post ▪ Responsibilities ▪ Interest factors ▪ Support (management and/or subordinates) ▪ To whom responsible 		
1.4	The requirements/ expectations <ul style="list-style-type: none"> ▪ Key competencies ▪ Personal attributes required for the role ▪ Education, training and experience 		
1.5	Incentives <ul style="list-style-type: none"> ▪ Pay ▪ Flexible working ▪ Benefits ▪ Environment ▪ Training 		
1.6	Action/what to do next <ul style="list-style-type: none"> ▪ Who to contact to get an application form ▪ Telephone/ Call in/ Write <p>N.B It is <u>not</u> acceptable practice to rely on a curriculum vitae produced by an applicant. This should be made clear in the advert.</p>		

1.7	<p>Equal Opportunities Statement</p> <p>i.e. In our Group we are committed to securing genuine equality of opportunity, in all aspects of our activities as an employer and education provider</p>		
1.8	<p>Safer Guarding Children Statement</p> <p>i.e. “This Group is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.”</p> <p>When advertising it is important to consider the following:</p> <ul style="list-style-type: none"> ▪ Is the advert clear that all appointments are subject to satisfactory pre employment checks, including DBS and that this post is exempt from the rehabilitation of Offenders Act 1974, therefore all convictions, including those usually considered spent must be declared ▪ Is the advert consistent with the role profile and, in particular, the job description and person specification? ▪ Where can the post best be advertised to ensure a suitable pool of applicants? 		
2	Applicants Information Pack		
2.1	<p>Job description</p> <p>The Groups statement on safeguarding should be included on the job description: i.e. This Group is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful</p>		

	<p>candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.”</p>		
2.2	<p>Person Specification</p> <p>Should detail qualities and competencies a person requires to undertake the job. These criteria should be based upon information in the job description and any conditions applying to the post.</p> <p>The person specification should also contain “suitability to work with children criteria”.</p>		
2.3	<p>Other documentation to include:</p> <ul style="list-style-type: none"> ▪ Details of key terms and conditions (<i>see key details pro forma in toolkit</i>) ▪ Application forms ▪ Pre – employment checklist for candidates stating that these will be collected on all successfully short listed candidates, prior to interview. (<i>See toolkit for candidates pre employment checklists</i>) ▪ Group values and mission statement ▪ Child protection policy ▪ Whistle blowing policy ▪ Equal opportunities policy ▪ Code of Conduct ▪ Information about the local authority 		
3.0	Shortlisting and Scrutinising		
3.1	<p>Completed Shortlisting pro forma with criteria that measures objectively those detailed in job description and person specification (<i>see toolkit for shortlisting pro forma.</i>)</p>		
3.2	<p>Scrutinise the application forms looking for;</p> <ul style="list-style-type: none"> ▪ Gaps in service ▪ Repeat and/regular changes in employment ▪ Inconsistencies ▪ Anomalies/ discrepancies 		
4.0	<p style="text-align: center;">Pre – employment checks</p> <p>N.B to be collected on all short listed candidates prior to interview.</p> <p><i>(See toolkit for pre employment checklists for teachers, support staff and volunteers)</i></p>		
4.1	<p>References collected using pro-forma to avoid</p>		

	ambiguity and objectively assess suitability for the job and to work with children <i>(See toolkit for referencing pro forma)</i>		
5.0	Interview and Assessment		
5.1	<p>Invite to interview letter to shortlisted candidates Includes details of:</p> <ul style="list-style-type: none"> ▪ Position applied for ▪ Date, time and venue of interview ▪ Directions to venue ▪ Purpose of interview ▪ Procedure of interview – time table of assessment activities ▪ Panel members ▪ Reminder for original documents for pre employment checks and the need to bring these and their completed checklist with them to interview ▪ Name and contact details of where they confirm their attendance <p><i>(See example letter in toolkit)</i></p> <ul style="list-style-type: none"> ▪ Candidates pre employment checklist 		
5.2	<p>Agree interview panel</p> <ul style="list-style-type: none"> ▪ Who? ▪ Is there at least one trained person on the panel? 		
5.3	Develop questions that elicit the behaviours as required by job description and described in person specification		
5.4	<p>Ensure questions/ assessment activities explore:</p> <ul style="list-style-type: none"> ▪ Suitability to work with children, ▪ Awareness of child protection and safeguarding measures ▪ The criteria in the PS/ JD ▪ Motivation to work with children ▪ Ability to maintain appropriate relationships and personal boundaries with children ▪ Emotional resilience in working with challenging behaviour ▪ Attitudes to authority ▪ Gaps in employment history ▪ Changes in employment ▪ Ambiguities in application form 		

	<i>(See toolkit and safer recruitment guidance for example safeguarding questions and assessment activities.)</i>		
5.5	<p>Interview planning and Assessment pro-formas completed:</p> <ul style="list-style-type: none"> ▪ Questions and key expected points inserted ▪ Copies for each panel member times number of candidates <p><i>(See toolkit for pro- forma)</i></p> <ul style="list-style-type: none"> ▪ Copies of all shortlisting and interview notes kept on file for 1 year 		
6.0	Offers of employment		
6.1	<ul style="list-style-type: none"> ▪ Complete (New Starter) form ▪ Send out offer of appointment letter subject to pre-employment checks (see proforma in toolkit) ▪ If all checks are not completed on commencement of employment, a risk assessment should be undertaken and arrangements for new appointee to be supervised should be put in place. 		
7.0	Induction		
7.1	<p>Signed declarations that they have read, understood and will carry out their responsibilities in line with the following:</p> <ul style="list-style-type: none"> ▪ Group Child protection policies ▪ Anti bullying policies ▪ Behaviour management policies ▪ Equal opportunities policies for children ▪ Internet safety and use of ICT ▪ Physical intervention and restraint policy ▪ Whistle blowing policy ▪ Capability, Disciplinary and Grievance Policy ▪ Performance management and pay policy ▪ Code of conduct for staff 		
7.2	<p>Training needs</p> <ul style="list-style-type: none"> ▪ Courses ▪ Specific to role ▪ Specific to child protection 		

	<ul style="list-style-type: none"> ▪ Mentoring 		
7.3	<p>Double check all pre employment checks have been completed</p> <p><i>Date of next review</i></p>		
8.00	<p>Performance Management</p> <ul style="list-style-type: none"> ▪ Dates for review ▪ Process explained 		
9.00	<p>Exit</p> <ul style="list-style-type: none"> ▪ Letter of resignation accepted ▪ Exit survey completed/interview ▪ Leavers form completed <p>Property/equipment retrieved File stored</p>		

Name of line Manager _____

Signature of Manager _____ **Date** _____

Evidence of Right to Work in the United Kingdom

We will need to see and copy one of the following documents when you start your employment with us:

- a passport showing you are a British Citizen, or that you have a right of abode in the United Kingdom
- a document showing that you are a national of a European Economic Area country or Switzerland. This must be a national passport or national identity card
- a residence permit issued by the Home Office to you from a European Economic Area country or Switzerland
- a passport or other document issued by the Home Office which has an endorsement stating that you have a current right of residence in the United Kingdom as the family member of a national from a European Economic Area country or Switzerland who is resident in the United Kingdom
- a passport or other travel document endorsed to show that you can stay indefinitely in the United Kingdom, or you have no time limit on your stay
- a passport or other travel document endorsed to show that you can stay in the United Kingdom; and that this endorsement allows you to do the type of work you have been recruited for if you do not have a work permit
- an Application Registration Card issued by the Home Office to an asylum seeker stating that you are permitted to take employment.

If you cannot produce one of these documents then you must produce two documents from either the First or Second Combination listed below. Please tick which documents you will be providing. These documents will be copied and then returned to you.

Please be advised that unless you provide these documents before commencing employment, you will not be able to start until you are able to provide the necessary evidence enabling us to legally employ you.

First Combination

- a document giving your permanent National Insurance Number and name. This could be a: P45, P60, National Insurance Card, or a letter from a Government agency. N.B. Any number beginning with TN or any number ending in a letter from E to Z would be an invalid National Insurance number.

AND one from the following list:

- a full birth certificate issued in the United Kingdom, which includes the names of your parents; OR
- a birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
- a certificate of registration or naturalisation stating that you are a British Citizen; OR
- a letter issued by the Home Office to you which indicates that you as the named person can stay indefinitely in the United Kingdom, or has no time limit on your stay; OR
- an Immigration Status Document issued by the Home Office to you with an endorsement indicating that you, as the named person, can stay indefinitely in the United Kingdom, or has no time limit on your stay; OR

- a letter issued by the Home Office to you which indicates you, as the named person, can stay in the United Kingdom, **and** this allows you to do the type of work you have been recruited for; OR
- an Immigration Status Document issued by the Home Office to you with an endorsement indicating that you, as the named person, can stay in the United Kingdom, **and** this allows you to do the type of work you have been recruited for.

Second Combination

- a work permit or other approval to take employment that has been issued by Work Permits UK.

AND one from the following list:

- a passport or other travel document endorsed to show that you are able to stay in the United Kingdom and can take the work permit employment in question; OR
- a letter issued by the Home Office to you confirming that you, as the named person, are able to stay in the United Kingdom and can take the work permit employment in question.

Pre Employment Check List for Candidates

Any appointment is “**subject to completion of all relevant pre- employment checks which are satisfactory to the Head TEacher**”.

Use this checklist to help you organise what you need to bring for your interview.

Pre Employment check	Notes – what are you taking?	Check off
All applicants will be required to show -		
1. Proof of your identity <i>See combination list A and B attached</i> Please note it must be original documents that are presented NOT copies.		
2. Original copies of your qualifications and certificates		
3. Completed medical screening form		

Pre Employment check	Notes – what are you taking?	Check off
For teaching posts applicants will be required to show		
4. Induction certificate		
For post of Head Teacher applicants will need to show		

Pre Employment check	Notes – what are you taking?	Check off
5. NPQH certificate (where exemptions do not apply)		
For post where you are required to drive you will need		
6. Original Copy of Driving License		
Other specific to post		

If applicable:

For interview and selection processes	
Disk/memory stick with presentation	
Handouts	
Questions	
Other	

Questions for Interview Panel to Clarify Responses on Health Declaration

If the candidate has answered “Yes” to having work related sickness absences in the last 5 years ask the following:

- Do you consider that your current or previous health would have an effect on your ability to fulfil the role requirements?

- Could you clarify the job that you were doing at the time and if your ill health stopped you from performing effectively?

- If so, are there any reasonable adjustments to this role that could be made to help you to perform effectively?

If the candidate has stated that they have had more than 10 days absence or more than 3 periods of absence in the past two years ask the following questions stating the below in the first instance:

Please note that for this question, an interviewee is not obliged to give you their medical history at interview stage, and this should not be deemed by you as negative. You have stated on your health declaration that you have had “X” days sickness absence in the last 2 years or more than 3 periods of absence.

- Could you clarify whether the sickness absences were medically related or were they for different reasons?

- Would you consider that the nature of the sickness absence that you have had, may lead to any reasonable adjustments being required for this role, in order to help you to perform effectively?

You should not under any circumstances take the decision to not appoint the candidate based solely on the candidates medical information as there could be a potential risk of disability discrimination.

NOTE: Please read following statement to candidates if they have answered yes to any of the questions on the screening form or if you remain concerned about the level of sickness absence has had in the last two years following interview:

Should you be offered this job with us, then as part of the pre-employment checks, you will need to complete a Medical Questionnaire. The questionnaire is confidential and is only seen by our Occupational Health Service.

- Our OH Service will review the medical questionnaire and advise us if they consider that you are medically fit to commence work, which forms part of our duty of care to you
- The OH Service carry out this assessment to make sure that the job role that you are being offered does not aggravate any medical condition that you currently have, or have had in the past

The questions that we have asked you have been designed only to help the panel consider whether any reasonable adjustments may be required in the role, and will not be use

Example of a Medical Questionnaire

Eagle House Group

Medical Enquiry Form

Anybody appointed to a post that involves regular contact with children should have the appropriate health and physical capacity to undertake the duties of that post, in accordance with the Education (Health standards, England) Regulations 2003. Please complete this form and return it to the Human Resources Department.

Your personal health information will be treated in the strictest confidence and any answers to this questionnaire will help us to ensure that the work you are planning to do will not place your health at risk and will be used to establish that you in turn do not provide a health risk to others.

You are required to declare that all your answers are correct to the best of your knowledge. You should be aware that if you omit any requested information intentionally, answer untruthfully or provide misleading information, an offer or continued employment may be withdrawn.

A member of the Human Resources Team may contact you for further information if required and with your permission may refer you to an Occupational Health Advisor. If you have any questions or queries regarding this form please contact a member of the Human Resources Team.

Personal Information	
Full Name:	Date of Birth:
Job Title:	Location of employment:
GP Details	
Name of your GP:	
Full GP surgery address:	
GP telephone number:	

Do you have or have you ever suffered with any of the following conditions/illnesses:

Skin	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
<input type="checkbox"/> Eczema/itching	<input type="checkbox"/> Psoriasis	<input type="checkbox"/> Skin infections (in the last 12 months)
If yes, please state when and give further details:		
Eyes	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
<input type="checkbox"/> Wear glasses or contact lenses	<input type="checkbox"/> Glaucoma	<input type="checkbox"/> Cataracts
If yes, please state when and give further details:		

Ear/Nose/Throat **Yes (please tick below)** **No**

- Recurrent tonsillitis Nosebleeds Tinnitus Recurrent ear infections
- Wear hearing aids

If yes, please state when and give further details:

Lungs **Yes (please tick below)** **No**

- Chest problems Recurrent bronchitis Breathing difficulties Asthma

If yes, please state when and give further details:

Heart **Yes (please tick below)** **No**

- Chest pain Palpitations Heart problems Fainting episodes
- Circulation problems High blood pressure

If yes, please state when and give further details:

Gastrointestinal **Yes (please tick below)** **No**

- Frequent abdominal pain Frequent nausea Frequent vomiting Frequent diarrhoea
- Frequent constipation Hernia Kidney stones

If yes, please state when and give further details:

Musculoskeletal **Yes (please tick below)** **No**

- Persistent or recurrent backache Sciatica Disc problems Arthritis
- Neck/Shoulder pain Arm/hand/wrist pain Repetitive Strain Injury Rheumatism

- Stiffness Swelling Other muscular pain
 Any other physical limitation which may affect your work or require job modifications?

If yes, please state when and give further details:

Nervous system	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
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- Headaches/migraines Seizures Dizziness Blackouts

If yes, please state when and give further details:

Hematologic	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
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- Frequent bruising Bleeding Recurrent infections Jaundice
 Hepatitis B or C (in the last 12 months)

If yes, please state when and give further details:

Other long term conditions	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
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- Diabetes Epilepsy Liver disease Kidney disorders
 Other

If yes, please state when and give further details:

Mental health	<input type="checkbox"/> Yes (please tick below)	<input type="checkbox"/> No
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- Depression Anxiety Nervous breakdown Schizophrenia
 Eating disorders Delusional states Other mental health conditions

If yes, please state when and give further details:

Consultations with a psychiatrist, psychologist, psychiatric nurse or counsellor?

Yes

No

If yes, please state when and give further details:

Episodes of self-harm including overdoses or attempted suicide?

Yes

No

If yes, please state when and give further details:

Dependency on drugs or alcohol?

Yes

No

If yes, please state when and give further details:

Other

Do you have any other significant health problems or conditions not mentioned above?

Yes

No

If yes, please state when and give further details:

Do you have Dyslexia or any other specific learning disability?

Yes

No

If yes, do you require any adaptations (please specify)?

Are you at present receiving regular treatment from a doctor?

Yes

No

If yes, please give further details:

Do you take any medication on a regular basis?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please give further details:		
Was this prescribed by a doctor or medical professional?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please give further details:		
Do you suffer from any allergies (including medications/Epipen)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please give further details:		
Have you ever been admitted to hospital, including any specialist hospitals for any illness, including mental illness, injury or surgery?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please state when and give further details:		
How many units of alcohol do you consume per week? _____ units		
Do you smoke?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how much? _____ per day		
Are you in good physical and mental health at present?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no, please give further details:		
Have you suffered from any significant work related injury or illness?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, please state when and give further details:		

<p>Have you previously left a job/training course on grounds of ill health?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>If yes, please state when and give further details:</p>			
<p>Do you consider yourself to have a disability according to the following definition?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Prefer not to say
<p>The Disability Discrimination Act 1995 (DDA) defines a person as disabled if they have a physical or mental impairment which has a substantial and long term (i.e. has lasted or is expected to last at least 12 months) adverse effect on one's ability to carry out normal day-to-day activities. This definition includes conditions such as cancer, HIV, mental illness and learning disabilities.</p>			
<p>If yes, do you require any adaptations (please specify)?</p>			
<p>Immunisation status</p>			
<p>Tetanus:</p>	<p>Hep A/B:</p>	<p>Tuberculosis:</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Date.....</p>	<p>Date.....</p>	<p>Date.....</p>	

Declaration	
<p>I further declare that the information I have given is true, correct and given to the best of my knowledge. I accept that leaving anything out intentionally, answer untruthfully or provide misleading information may result in an offer or continued employment being withdrawn.</p>	
<p>Signed:</p> <p>.....</p>	<p>Date:</p>

Example Text for Reference Request Letter

«Title» «FirstName» «LastName»

«JobTitle»

«Company»

«Address1»

«Address2»

«Address_3»

«Address_4»

«Address_5»

DATE

Dear «Title» «LastName»

Re: Reference Request for «Candidates Title» «FirstName» «LastName»«D.O.B»

The above named person has applied for the position of «JobTitle» at Eagle House School («Sutton/Mitcham»), which is an independent day school providing specialised education for young people aged «4 to 11 years(Mitcham) /11 to 19 years(Sutton) » who hold Statements of Special Educational Needs for Autistic Spectrum Disorders (ASDs) and associated social and communication difficulties.

They have given your name as a referee and in order for us to meet our obligations for Safeguarding Children, we would be very grateful if you would complete the attached Reference Application Form.

Your promptness of reply would be greatly appreciated, particularly by the applicant, who cannot be offered a position of employment with us until we receive your response.

I enclose a stamped addressed envelope for your reply and would like to thank you in advance for your assistance in this matter.

Yours sincerely

HR Officer

Enclosure – Reference request form

Reference Request Form Template

Employment Reference Request – Teacher

Applicant name:	
Position applied for:	

Referee name:	
Referee job title:	
Organisation name:	

The information you provide will be treated in the strictest confidence.

Please provide the following information in respect of the applicant.	
How long have you known the applicant?	
In what capacity?	
Is the applicant related to you?	
Applicants dates of employment	
Applicants salary	
Applicants job title	
Summary of applicants job duties	
Applicants reason for leaving	

Please tick the appropriate boxes below:

How would you rate the applicant in terms of:	Outstanding	Good	Requires Improvement	Inadequate
Ability to meet deadlines				
Relationship with colleagues				
Relationship with pupils				
Communication				
Ability to work unsupervised				
Maintaining confidentiality				
Teamwork				
Honesty				
Trustworthiness				
Reliability				
Punctuality				
Flexibility/commitment				
Resilience				
Appearance				
Overall rating				
If you have rated anything 'Requires Improvement or Inadequate' please give additional information.				

How would you rate the applicant's teaching ability in terms of:	Outstanding	Good	Requires Improvement	Inadequate
Quality of work				
Professional conduct				
SEN competence/experience				
Adherence to school policies				
Meet Teachers Standards				
Quality of teaching				
Assessing and recording pupil progress to required standard				
Planning to required standards				
If you have rated anything 'Requires Improvement or Inadequate' please give additional information.				

Please provide the following information in respect of the applicant.	
Results of the applicant's last three classroom observations	
Any targets set in last annual appraisal?	
Any disciplinary/ formal proceedings / allegations or concerns against applicant?	
Any safeguarding issues/ concerns?	
Number of days / occasions absent in last two years, including reasons?	
Has the applicant taken Parental Leave? If 'yes', for what duration?	
Would you re-employ the applicant? If 'no' please explain why.	
Any other comments you wish to include as to the suitability for the role applied.	

Please verify the reference.	
Signature:	
Date:	
Contact telephone number:	
Email address:	
Company stamp:	

Thank you for completing this form, your assistance is appreciated.

Please return this form back to sender as soon as possible.

Employment Reference Request – Support Staff

Applicant name:	
Position applied for:	

Referee name:	
Referee job title:	
Organisation name:	

The information you provide will be treated in the strictest confidence.

Please provide the following information in respect of the applicant.	
How long have you known the applicant?	
In what capacity?	
Is the applicant related to you?	
Applicants dates of employment	
Applicants salary	
Applicants job title	
Summary of applicants job duties	
Applicants reason for leaving	

Please tick the appropriate boxes below:

How would you rate the applicant in terms of:	Outstanding	Good	Requires Improvement	Inadequate
Ability to meet deadlines				
Relationship with colleagues				
Relationship with pupils				
Communication				
Ability to work unsupervised				
Maintaining confidentiality				
Teamwork				
Honesty				
Trustworthiness				
Reliability				
Punctuality				
Flexibility/commitment				
Resilience				
Appearance				
Overall rating				
If you have rated anything 'Requires Improvement or Inadequate' please give additional information.				

How would you rate the applicant's teaching ability in terms of:	Outstanding	Good	Requires Improvement	Inadequate
Quality of work				
Professional conduct				
SEN competence/experience				
Adherence to school policies				
If you have rated anything 'Requires Improvement or Inadequate' please give additional information.				

Please provide the following information in respect of the applicant.	
Any targets set in last annual appraisal?	
Any disciplinary/ formal proceedings / allegations or concerns against applicant?	
Any safeguarding issues/ concerns?	
Number of days / occasions absent in last two years, including reasons?	
Has the applicant taken Parental Leave? If 'yes', for what duration?	
Would you re-employ the applicant? If 'no' please explain why.	
Any other comments you wish to include as to the suitability for the role applied.	

Please verify the reference.	
Signature:	
Date:	
Contact telephone number:	
Email address:	
Company stamp:	

**Thank you for completing this form, your assistance is appreciated.
Please return this form back to sender as soon as possible.**

Example Text for Invite to Interview Letter

Dear Candidate,

TITLE: **[Name of Post at Name of Group]**

Following receipt of your application form you have been short listed for the above post and are therefore invited to an interview on **[date of Interview]**.

The interview will take place at **[time of interview]** and will be held at **[the Group]**. Directions to the **[venue/Group]** are enclosed for your information. Please report to reception on arrival.

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before we make an appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information.

The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

The panel will comprise **[myself, in my capacity as Head Teacher, and NAME, Role Title]**

The interview will take place as follows:

****INSERT TIME TABLE OF EVENTS****

[insert below paragraph if applicable]

For the purposes of the presentation, we will make a flip chart and PowerPoint projector available.

The selection process and interview questions have been structured around the person specification and job description which were provided with details of the vacant post. We have enclosed an extra copy of these with this letter to assist you with your preparation.

Please also bring with you **original documents** confirming your qualifications gained and an original document verifying your identity, i.e. a valid passport or driver's license. Enclosed is a checklist for you to use when collecting your documents together for the completion of all your pre employment checks. Please bring all your original documents and this completed checklist with you to your interview. Also enclosed is a medical screening form and DBS applications form, please complete these and bring them to the interview with you.

Please also note that as stated on the application form references are requested after short listing and therefore your nominated referees will receive a written reference request over the next few days.

I would be grateful if you could contact our **[Job Title, Name, Title and Contact Details]** to confirm your attendance at the interview. If you have any questions/queries relating to the selection process he/she will be happy to respond to them.

I look forward to meeting you on **Confirm Date**

Yours sincerely,

NAME

Head Teacher

Example Questions Designed to Examine an Interviewee's Attitudes Toward Safeguarding Children

The following examples questions are from the public version of the CWDC online training;

1. What attracted you to teaching/ this post/ at this Group?
2. How do you think your own childhood may have influenced your own practice?
3. What motivates young people?
4. Tells us about your interests outside work?
5. What do you think are the professional challenges facing teachers today?
6. Give an example of where you have had to deal with bullying behaviour between. What did you do? What made it successful? How could you have dealt with it differently?
7. Young people can develop 'crushes'. How would you deal with this?
8. What would you do if you were concerned about a colleague's behaviour towards children?
9. Give an example of how you have managed poor pupil behaviour?
10. Give an example of how you have responded to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
11. When do you think it is appropriate to physically intervene in a situation involving young people?
12. What makes a Group a safe and caring place?
13. What policies are important to support a safe environment?
14. What are staff's responsibilities in protecting children?
15. How do you define an appropriate teacher (or Group secretary/ LSA etc) pupil relationship?
16. Give examples of what you would consider to be appropriate and inappropriate behaviour between /toward staff and pupils.
17. Have allegations ever been made about you at work? What were the circumstances? What was the outcome? What did you learn from this?

Other questions you could ask are:

1. Tell us what you have done in the last 21 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?
2. Give me an example of when you have had safeguarding concerns about a child? What did you do? Who did you involve? What was the outcome?
3. Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take?
4. Tell us about how you have dealt with a child with 'difficulties'?

Following up questions

Some of these questions will need following up:

For example question 15,

How do you define an appropriate teacher (or Group secretary/ LSA etc) pupil relationship?

Could be followed up by:

So can you explain how you have ensured in your previous role that you have modelled this relationship? Were there times when boundaries were blurred? How did you manage this? Who did you involve? What have you learnt from this?

By asking a follow up question you start to unpick the initial answer and investigate the validity of the answers. By using other tests and assessments activities you can increase the level of confidence you have when making the final decision.

New Employee File Checklist Form

Name:	DOB:
Job Title:	
Interview Date:	Start Date:

Contract		
Offer letter sent		
Acceptance letter received		
Contract sent		
Contract Received		
Reference 1 requested		
Reference 2 requested		
Reference 1 returned		
Reference 2 returned		
Barring List Check completed		
NCTL Prohibited List Checks - Teachers		
NCTL Prohibited List Checks - Teachers & others prohibited from the profession		
NCTL Prohibited List Checks - Teachers sanctioned in other EEA member states		
NCTL Prohibited List Checks – Section 128 barring directions		
DBS requested		
DBS clearance received		
Career History		
Job Description in file		
Interview Notes in file		

Application Form in file		
Personal Details		
New Employee Details Form		
P45 / P46		
Medical Enquiry Form		
Emergency Contact Details		
Expression of Wishes Form		
Equality and Diversity Monitoring Form		
Staff Disqualification Declaration Form		
Personal Documents		
ID Photocopied		
Permission to work in the UK - (<i>Asylum and Immigration Act 1996</i>)		
Police Check received from Country of Origin		
Address checked		
Qualifications Photocopied		
Copy of Professional Body Registration - (HCPC, BPS, QTS, etc.)		
Date of expiry		

Information entered on Single Centralised Register and SIMS

(highlight once entered)

Job Description Template

This is a template document for Groups. The duties and responsibilities below are advised, for every job description in Group. Main duties/responsibilities relevant to the specific role should then be added to the template. Job descriptions for teaching roles should be built around the requirements set out in the most up to date Group Teachers Pay and Conditions Book. Please refer to the 'Writing Job Descriptions and Person Specifications – Advice Notes for Head Teachers.'

(Delete this statement from your completed Job Description)

Job Title:	
Terms and Conditions:	<p>40 weeks per year – term time to include INSET days. Holidays may only be taken during school holidays, outside of these working days</p> <p>The Group is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the Disclosure and Barring Service (DBS)</p>
Salary:	
Hours:	Monday to Thursday 8.15am to 4.00pm and Friday's 8.15am to 3.30pm with a 30 minute lunch break each day
Location:	
Responsible to:	
Reports to:	

JOB PURPOSE

MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Groups Health and Safety policy and any Group-specific procedures / rules that apply to this role.

To promote the welfare of children and to support the Group in safeguarding children through relevant policies and procedures.

(Please insert between 8 - 15 additional responsibilities specific to this role. Refer to the 'Writing Job Descriptions and Person Specifications – advice notes for Head Teachers').

FURTHER RESPONSIBILITIES

ADDITIONAL INFORMATION

People with Autistic Spectrum Disorders (ASD) can present difficult to manage challenging behaviour. This may on occasions necessitate having to physically intervene or remove students from potentially difficult or hazardous situations in line with their agreed behaviour management programmes and Eagle House Group physical intervention policies. All staff working with students undertake TEAM TEACH training and these are only techniques permitted to be used. All staff are expected to read and abide by school base policy on behaviour and physical intervention.

The duties and responsibilities outlined above do not represent a full list of the tasks the post holder will be expected to perform. It is also recognised that the duties of all posts are subject to change from time to time. Alterations to duties and responsibilities and performance of similar tasks within the scope of and at the same level will be expected. It is expected that this job description will be regularly reviewed by the post holder and his/her manager. These discussions will normally take place during the Staff Development Review interview.

The Group is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the Disclosure and Barring Service (DBS)

Person Specification Template

Person Specification – << Job Title>> (<<Name of School>>)

Essential	Desirable
Skills	
Knowledge	
Qualifications	
Experience	
Other Work-related Requirements <ul style="list-style-type: none">• Suitability to work with Children	