

# **Recruitment and Selection Guidance for Teachers and Support Staff in Schools & Academies**

**Version 3  
August 2018**

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Field Code Changed

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## **INTRODUCTION**

This Recruitment and Selection guidance aims to provide a robust framework to assist recruiting managers in carrying out a fair and consistent recruitment process within the School/Academy. This document offers best practice guidance to managers and governors on dealing with the practicalities of carrying out Recruitment and Selection.

Effective recruitment is fundamental to the school's success, finding people with the necessary skills, qualifications and attributes will enable the School/Academy to deliver quality results. This guidance is designed to help appoint the best person for the job and it will help to ensure that the School recruit a diverse workforce.

The purpose of this guidance is also to ensure that safer recruitment procedures are followed in line with best practice, to identify people who may be unsuitable to work with children, and additionally to ensure that those who come into regular contact with pupils (this may include individuals such as volunteers, governors, contractors (and their employees) and supply staff) are checked as to their suitability.

In Community, Voluntary Controlled and Community special schools, the Local Authority is the employer of staff and in these schools the Governing Body is responsible for the recruitment, selection, appointment and management of staff budgets. In Foundation and Voluntary Aided schools the Governing Body is the employer of staff.

## **SAFER RECRUITMENT**

All those taking part in short listing, selection and interviewing should have been on Safer Recruitment Training, which is accredited by the Safer Recruitment Consortium. It is a statutory requirement that at least one member of any selection panel appointing a person to work in a school has undergone the appropriate training.

The Local Authority carries out Safer Recruitment Training throughout the year. Please contact the School's Traded Services Developer, Calderdale's HR Advisory Department or the School's Safeguarding Advisor for details of forthcoming Safer Recruitment Training Sessions.

## **WHEN AN EMPLOYEE RESIGNS**

When an employee resigns, it is important that the correct formalities are carried out, see Managers Guide to Resignations [Appendix 1](#). On receiving a resignation letter, an exit interview needs to be conducted by the line manager or a nominated Governor as soon as possible, see Exit Interview [Appendix 2](#). A well conducted exit interview will help the manager to determine if the role is still required and if so whether it needs to be filled on the same basis or in a different way.

## **JOB REVIEW**

Before any decision is made either to create a new post or recruit to an existing vacant post it is important to consider the school's requirements against the background of the school improvement plan, the budget and the existing staffing structure.

Like for like recruitment should not be seen as an automatic process when existing posts become vacant. Instead, it should be established and agreed with the Governing Body whether or not the job is still necessary in its current form or the role has changed and this can be done by:

- i. reviewing the job description;

- ii. discussing the nature of and necessity for the role with the line manager;
- iii. assessing the information gained from an exit interview with the ex-employee

If a completely new job is has been created, or the nature of a job has changed, then it would be advisable for the job description to be sent in to the Local Authority for evaluation.

### **PLANNING OF SELECTION PROCESS**

It is essential to allow sufficient time to plan for the recruitment, such as preparing the Job Description and Person Specification, advertising the role and preparing the recruitment pack information. For some posts there may be other recruitment exercises that can be carried out, such as in-tray exercises, these activities need to be factored into the timeframe. It is also vital that staff who will be involved in the recruitment process are available and fully aware of their role within the process.

It is also essential to allow sufficient time for the work required at each stage of the process to be completed so that safeguarding is not overlooked, for example, obtaining references ready for the interview (where possible) and completing pre-employment checks on time. See Managers guide and check list to timescales relating to the recruitment process and checklist. [Appendix 3](#)

### **SELECTION PANEL**

When arranging a selection panel for interviews, the panel should comprise of:

#### Headteacher's and Deputies

There should be at least three governors on the panel, see Managers guide to appointing Heads and Deputies [Appendix 4](#) for Local Authority and Diocesan representation rights.

#### Teachers

At least three governors should be on the panel, unless responsibility has been delegated to an individual governor or to the Headteacher, in which event it should comprise a minimum of two people, see Managers guide to appointing Teachers. [Appendix 5](#)

#### Support Staff

For all other recruitment a minimum of two people, however, it is best practice to have 3 people so that one has the casting vote in the event of a disagreement. It may be considered necessary to increase this for recruitment to senior posts, see Managers guide to appointing other Vacancies. [Appendix 6](#)

The Selection Panel must be appropriately trained and at least one member must have undertaken a Safer Recruitment training course, which has been approved by the Safer Recruitment Consortium.

The selection panel will also have the necessary authority to make appointments decisions or recommendations to the Governing Body.

Prior to carrying out the interviews, the panel members must meet to discuss the following:

- agree the required standard for the job they are appointing to
- agree the assessment criteria in accordance with the person specification
- agree the questions to be asked at the interview and any assessment activities that will be undertaken as part of the recruitment process
- agree a chairperson whose role is to coordinate
- ensure that the selection process is conducted fairly and without discrimination

## **JOB DESCRIPTION**

A job description is required for all posts and it is an outline of the main duties and responsibilities, it should detail the purpose and task of the job and it should be reviewed each time a post becomes vacant to ensure that the duties accurately reflect the role. A job description should be free from bias such as age, gender and disability. See Guidance for creating a Job Description. [Appendix 7](#)

A job description does not need to cover the experience, qualifications, skills, specific knowledge, training and personal attributes of the post holder – that is the function of the person specification. A standard format used within Calderdale is shown in Model Job Description, [Appendix 8](#) with sample descriptions for a teaching post and an administrative Assistant.

In line with Keeping Children Safe in Education (KCSIE) job descriptions should refer to the post holder's responsibility on safeguarding and promoting the welfare of children. It is also important to set out the relationship/ contact with children and the degree of responsibility for the children that the post holder will have.

For teaching staff, reference should be made within the job description to the generic duties detailed in the School Teachers' Pay and Conditions Document

A job description enables prospective applicants to assess themselves for the job and provides a benchmark for judging achievements

## **PERSON SPECIFICATION**

The person specification sets out the skills, knowledge, experience, qualifications and any other criteria required of the job holder. The criteria must be related to the job and based on a careful analysis of the job description, as this document forms the basis of the selection process. See Guidance for creating a Personal Specification [Appendix 9](#)

Since the person specification is based upon the job description, it is vital that it is reviewed alongside that document, as well as being regularly reviewed. A standard format used within Calderdale is shown in Model personal specification, [Appendix 10](#)

The criteria must be categorised as either essential or desirable, essential being those criteria which the applicant *must* have in order to do the job, desirable being those criteria which would enhance performance at the outset but could be developed over time with training. In line with Keeping Children Safe In Education the essential criteria should set out the necessary qualifications, experience and competencies to perform the role in relation to children. It is a requirement of Calderdale's Local Authority and best practice that the criteria should include a commitment to equality.

When putting together a person specification, the following factors would need to be considered:

- the skills, knowledge and aptitude directly relating to the job
- the type of experience necessary
- the competencies necessary
- the required level of education and training

Any criteria relating to personal qualities or circumstances must be essential and directly related to the job, and must be applied equally to all groups irrespective of age, sex, race,

age, nationality, religion or belief, disability, membership or non-membership of a trade union. To do otherwise is potentially discriminatory.

### **ADVERTISEMENT OF THE POST**

When putting together an advertisement, care should be taken to ensure that you do not discriminate on grounds of age, disability, sex, race, religion or belief, sexual orientation, gender reassignment or marriage and civil partnership and pregnancy and maternity. You will also need to consider:

- keeping the text short and simple while giving the main aspects of the job such as: pay, career prospects, location, contract length, suitability for job share, fixed term etc
- make it clear on the advert how to apply and the closing date for applications
- ensure there is an appropriate contact name and phone number for further information and enquiries
- confirm the requirement for a Disclosure and Barring Check appropriate to the post
- the closing date should be at least 2 weeks after the advertisement has appeared.

An equal opportunities statement should be included in the text and commitment to Safeguarding should be emphasised. Always make sure that there is reference on the schools website about Safeguarding. An example of appropriate wording could be:

*XX School / Academy is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment*

The Job Description and the Person Specification will enable the panel to identify the key functions of the role to be advertised and the qualifications, skills, experience and attributes believed to be necessary in a successful candidate.

### **WHERE TO ADVERTISE**

Advertisements for both teaching and support staff posts can also be placed in the Local Authority internal vacancy bulletin and in the first instance, you will need to speak to the Recruitment Department. There are also bespoke packages available for Senior Leadership positions, which are available through the Recruitment Department.

It is good practice to advertise all vacancies externally to avoid the potential for claims of discrimination.

### **INTERNAL RECRUITMENT**

This method can have the advantage of building on existing staff's skills and training, and provides opportunities for development and promotion. It is a good way to retain valuable employees whose skills can be further enhanced. Other advantages include the opportunity for staff to extend their competencies and skills to the benefit of both the organisation and the individual, and the enhancement of individual motivation i.e. succession planning.

### **USE OF APPLICATION FORMS**

Schools should **NEVER** accept CV's from potential candidates, in line with Safer Recruitment requirements.

Application forms can help the recruitment process by providing necessary and relevant information about the applicant and their skills. The design of the form needs to be realistic and straightforward, appropriate to the level of the job. The use of a well-designed application form has advantages in providing the required information in the format desired

by the recruiter, thus providing the basis for the initial sift prior to shortlisting and interview. The application form should provide a record of experience and qualifications which is easy to follow if the form is completed accurately. A standard format used within Calderdale is shown in [Appendix 11](#)

Field Code Changed

A minimum of 2 references should be requested, at least one of which should be from the applicant's current (or last) employer. Any reference from a school should generally be signed by either the Headteacher or by a Governor and not from for example, a work colleague.

Any information such as title (marital status), ethnic origin or date of birth requested for monitoring purposes (e.g. for compliance with the legal requirements on race, sex, disability, age, etc discrimination) should be clearly shown to be for this purpose only, and should be on a separate sheet or tear-off section. This section should not be seen by the short listing panel.

If the applicant's response on the application form declares or suggests that they have a disability, the recruiting employer should take note of this. In the case of disability, the (potential) employer has a legal duty under the Equality Act 2010 to make reasonable adjustments, e.g. by holding the interview in an easily accessible room or allowing extra time for selection tests. This should also be covered in the invite to interview letter.

The (potential) employer may also be under an obligation to follow the 'disability confident employer' scheme adopted by certain employers. One of the commitments of this scheme is that participating organisations will interview all disabled applicants who meet the minimum criteria for a job vacancy and will consider them on their abilities.

It is important that all applications are scrutinised to ensure that they are fully completed; the information provided is consistent and does not contain any discrepancies. A decision should be made at the outset of the process as to whether incomplete applications should be returned for completion or discarded.

### **ISSUE OF APPLICATION PACKS**

The aim of the information pack is to convert as many initial enquirers into suitable applicants as possible and it is worth recording the number of packs issued against the number of applications received.

The pack should contain:

- a covering letter explaining the contents and including further information,
- copy of the advertisement;
- an application form with equal opportunities monitoring form attached;
- advice on how to complete the form;
- job description and person specification;
- organisation chart;
- information about the school
- information about the local area and anything relevant about the Local Authority;
- outline terms and conditions of employment;
- a clear statement of the school's commitment to safeguarding and promoting the welfare of children and young people, together with a statement of relevant policies / codes of practice *including the Child Protection Policy Statement*;
- Disclosure and Barring Services, see DBS Policy [Appendix 12](#)

Field Code Changed

The applicant pack should explain the application process and give a reminder of the closing date and interview dates. You may wish to explain that if the applicant has not heard from the

school / academy within 4 weeks, they can assume that they have been unsuccessful. You may also want to give the applicants an indication of the interview process particularly if a range of selection tasks are to be used.

You should also clearly specify any issues that you wish the candidates to address in their applications, and confirm that curriculum vitae will not be accepted in place of the completed application.

As an employer you should seek to make reasonable adjustments for people with disabilities to apply, for example providing the materials in braille.

It is good practice for candidates to have an opportunity to see the academy/school and pupils at work and to set out the arrangements for them.

### **SHORTLISTING**

Shortlisting should be drawn up as soon after the closing date as possible and to ensure fairness. The process of shortlisting should involve an absolute minimum of 2 people who will also make up the recruitment panel. Shortlisted candidates are chosen on the basis of a comparison of the information given in their application forms against the person specification, which in turn is based upon the job description.

It is important that the selection panel is adequately trained through the Safer Recruitment Consortium and have also had Recruitment and Selection training, so that they are fully aware of the need to keep the process free from discrimination.

The shortlisting grid/matrix should be used after the application forms have been numbered and have had their monitoring information removed (by someone who is not involved in the short listing) in order to ensure a systematic and objective approach is followed. See Model Shortlisting Matrix [Appendix 13](#)

The school's chosen criteria for the post should replace the standard person specification headings in the grid and each applicant's number should be inserted. The panel will need to compare the criteria against the information supplied in the application form, whereby inserting a tick or a cross to indicate whether met or not and total the columns.

Any candidate who does not meet the essential criteria must not be shortlisted. Desirable criteria can be used to further differentiate between those who have met the essential criteria, if the shortlist is longer than required. However, if a candidate, who indicates on the application form that they are disabled, meets all the essential criteria, then in line with the Disability Confident Scheme, (if the school signs up to it) they must be invited to interview.

Ideally the shortlisting should identify around six candidates. However, if the field of applicants is poor then the short-list may be smaller and if at the end of the shortlisting process there is only one applicant who meets the essential criteria, that person may be appointed but only having undertaken a successful selection process, including a face to face interview or, if there are no eligible candidates for the post then the selection panel should not interview inappropriate candidates.

### **CRIMINAL CONVICTIONS**

On the application form, the candidates have the opportunity to declare any convictions and where a candidate indicates on the application form that they have convictions, bind overs, etc, this does not automatically bar them from interview. However, great care should be taken in considering their suitability for employment and in this respect you are recommended to seek further advice from your HR provider.

## **REFERENCES**

Any offer of employment must be conditional upon satisfactory references (in addition to other pre-employment checks). References should be requested as soon as you have established the list of shortlisted candidates and must always be taken up. The application form requests two referees, one of whom must be from the current or previous employer, reserving the right, however, to approach any previous employer.

If the candidate has previously worked with children but their current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend.

The school's plan of the recruitment process should allow adequate time for references to be available, wherever possible and with the prospective employee's consent so that any issues of concern can be followed up with the referee and raised with the candidate at interview.

The purpose of seeking references is to obtain information (which must be accurate, factual and not misleading) to support appointment decisions. References should always be obtained directly from the referee and it is best practice to make contact with the school/academy or their previous employer to confirm that the person sending the reference has been authorised. Schools/Academies should not accept 'to whom it may concern' letters or references supplied by the candidate.

The request for a reference should be structured in such a way as to make it as straight forward as possible for the referee to complete and the selectors to scrutinise. It should seek objective verifiable information and not subjective opinion and it is particularly important that the question relating to working with vulnerable groups is asked when a reference is obtained, see Model Reference [Appendix 14](#)

A copy of the job description and person specification should be included with the request and every referee should be asked:

- what is their relationship with the candidate, eg, working, how long have they have known the candidate and in what capacity;
- whether the referee is satisfied that the person has the ability and is suitable to undertake the job and for specific comments about the applicants suitability for the post and how they have demonstrated that they meet the person specification. whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the referee's concerns and the reasons why they believes the candidate might be unsuitable.

Referees should be reminded that they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission, and advised that relevant factual content of the reference may be discussed with the candidate.

The current employers of all shortlisted candidates for teaching posts will, within the reference request, also be asked for details of any capability history in the previous two years. The reasons for this are as enshrined in the Staffing Regulations (England) (Amendment) 2012:

*"Governing bodies of maintained schools must confirm in writing whether or not a teacher at the school has been the subject of capability procedures within the last two years and, if so, provide details of the concerns which gave rise to this, the duration of the proceedings and*

*their outcome, if asked to do so by the governing body of any maintained school or the proprietor of an Academy School to which that person has applied for a teaching post.”*

It is further recommended that the previous employer should be asked for details of:

- whether or not the applicant has been subject to any disciplinary procedures for which a disciplinary sanction is still current
- and should also (where the applicant's previous employment has involved working with children or young people) seek details of:
  - any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those
  - any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people, or behaviour towards children or young people, and the outcomes of those concerns (for example whether the allegation or concern was investigated, the conclusion reached and how the matter was resolved).

All references received should be compared to the information supplied in the candidate's application form to ensure consistency and compatibility. Any apparent discrepancies should be taken up with the candidate.

In any case where a reference has not been obtained on the preferred candidate before interview, the manager will ensure that it is received and scrutinised and that any concerns are resolved satisfactorily, before an offer of appointment is confirmed. If the reference is vague or unspecific, the referee should be contacted and asked to provide written answers or further information as appropriate.

### **INVITING CANDIDATES TO INTERVIEW**

When inviting candidates for an interview they should be informed they have reached the shortlisting in a letter that contains a detailed programme for the interview day(s) including:

- any preparation required by candidates such as for a presentation or lesson
- an indication of the time the process is anticipated to take
- a location map or instructions relating to the interview venue
- Who will make up the interview panel

The invite to interview letter should also ascertain what arrangements/reasonable adjustments are required to enable the candidates to participate fully in the interview process.

Where relevant, the invitation should advise candidates that any issues arising from references will be discussed at interview.

In order to comply with legal requirements in a way that avoids claims of discrimination, all prospective employees should be asked to prove both their identity and their eligibility to work in the UK. Photographic proof of identity (such as a passport) should be requested to be presented for verification at interview. See example Invite letter [Appendix 15](#)

### **THE SELECTION PROCESS**

The aim of the selection process is to measure the skills, abilities and experience of the shortlisted candidates against the requirements identified in the person specification. An

interview should take place with each of the candidates with every recruitment and selection procedure and it may be appropriate that other selection tests are used to complement the process. Managers involved in recruitment have a duty to conduct selection interviews fairly and without bias for or against any particular candidate.

The purpose of valid, unbiased selection tests is to provide an objective means of measuring a candidate's ability to perform elements of a specific role, as identified in the person specification, or their ability to train for the job. Any testing should be relevant to the job and should be conducted by recruiters who have experience and training in its use. Care should be taken to avoid asking irrelevant questions or testing areas that could unfairly disadvantage candidates on grounds of race, ethnicity, gender, age, religious or sexual persuasion.

The function of each task and its relation to the person specification should be made clear to candidates in advance. It is important to take account of any reasonable adjustments requested by disabled candidates to avoid claims of discrimination.

Additional interview tasks could include:

- an in-tray exercise where candidates are asked to prioritise and show how they would deal with a number of items that might include letters, memos, telephone messages and Local Authority / DCSF circulars;
- presentations, for example to staff / pupils: candidates must be made aware in advance of the topic and the equipment available. The selection panel must be agreed as to whether the content of the presentation is to be judged, or only the communication skills of the candidate;
- observed group discussions where all candidates are involved in discussing a set topic, or solving a problem, with the selection panel observing;
- group problem solving exercises;
- small panel interviews, which could involve pupils: these are particularly effective where the candidate is required to show a range of expertise, eg. curriculum, management and pastoral, at a senior level;
- observed lessons. Involving pupils in the process is recognised good practice to judge the candidate's interaction with children / young people;
- discussion of a teacher's professional development record, Career Entry Profile or for support staff a record of achievement;
- practical exercises where a specific skill is required, eg financial analysis skills for a school business manager, a typing test / letter writing if appropriate for support staff;
- 'a tour of the school carried out by a pupil accompanied by a governor: this could be part of the formal assessment process, provided it was clear to the candidate that this was what you were doing. It would be wrong to include any comments arising out of an informal enquiry or tour in the selection process.

A statement of what required outcomes might be a useful aid to judging performance and you should ensure that any selection techniques are reviewed consistently for all candidates, e.g. standard marking, observation by the same individual(s).

## **INTERVIEW ARRANGEMENTS**

The interview location is an important consideration. The school / academy will need to set aside a room for the interviews and if the programme includes interview exercises, additional room(s) may be required. You will also need to think about where the candidates should wait for their interview and who will meet and greet them.

Consideration should be given to the arrangements for the interview room and how it needs to be set out. The room should be as comfortable as possible and candidates must be able to see and hear all of the panel members. Privacy and the absence of interruptions are essential to help the flow of the interview and enable all concerned to concentrate.

If the interviews are throughout the day, then you will need to be mindful of the catering arrangements. For headship interviews, some Governing Bodies prefer to interview off-site.

When preparing the interview times, you need to ensure that you allow for adequate times for all areas to be covered with out over running. If the interview process overruns, it can put unfair pressure on the next candidate.

Care should be taken to allow sufficient time between interviews for panel members to record their individual assessment of each candidates. However the discussion of each candidate should be reserved until all interviews have been completed.

## **THE INTERVIEW**

The purpose of the interview is to assess the skills, experience and general background of a candidate in order to make a decision on whether that person is a suitable candidate, or the most suitable candidate for a particular job.

If you have disabled candidates that require reasonable adjustments, then these must be made to ensure that they are not placed at a disadvantage.

The interview should also be a forum to:

- i. determine the candidate's suitability for the post as detailed in the person specification;
- ii. explore his / her suitability to work with children and young people, as well as to explore his / her ability to support the school's agenda for safeguarding and promoting the welfare of children and young people;

If there are any gaps in the candidates' employment history, then this will need to be explored with the candidate and followed up if necessary.

During the interview, the panel should give the candidates information about the school/academy and also information about the vacant job. The format of the interview should be the same for each candidate to help ensure that they each get a similar experience and receive the same information about the job, but this does not mean identical questions must be asked of each candidate.

Questions asked at interview should be designed to obtain relevant information about the applicant's experience and skills. They also represent an opportunity to check facts, test achievement and assess aptitude and potential. There should be at least one question around Safeguarding, Safeguarding guidance recommends that competency based questions should be used which ask the candidate to "relate how they dealt with an actual situation" or questions "that test a candidate's attitudes and understanding of issues" The panel should explore the candidates attitude and motives to work with children.

It is potentially discriminatory (on the grounds of disability) to ask a job applicant questions about their health or disability before making a job offer to that person, although there are some exceptions to this rule in that during the interview it is legitimate to:

- establish whether the applicant is able to carry out a “function that is intrinsic to the work”
- make sure the candidate does not have any specific disability that may be deemed necessary as a general occupational requirement (GOR) for that role eg mental health (counsellor role).

If you require a format of how to carry out the interview, see Model Interview Format, [Appendix 16](#)

You will also need to remember to make arrangements to deal with the appropriate pre-recruitment checks, as the Recruiting Manager will need confirm that they have seen the original, by putting their name, position, signature and also a note of the date it was checked, as well as putting a statement ‘ – ‘I can confirm that I have seen the originals’

To score the candidates, it is highly recommended that the panel use an assessment grid to record conclusions, this will demonstrate a systematic and objective approach that can be readily justified, if the panel should ever get challenged. See Model Interview questions and grid [Appendix 17](#)

Once the interview has been concluded, then the candidates should be informed of how and when the decision on the outcome of the process will be communicated to them.

### **RECRUITMENT OF VOLUNTEERS**

Volunteers are also seen by children as trustworthy adults. The same principles apply when interviewing volunteers, but it is important to make interviews more informal than for paid staff. They should be very much a two-way process about selling the volunteer role to them. However, this does not mean that the interview should not probe into candidates’ attitudes and motives and their suitability for work with children. This is even more important for candidates who perhaps have no previous experience of work with children.

If a parent volunteer is one of a group helping out on a one off occasion, such as a school fete or the school disco, then there is no need for a DBS certificate or Barred Check list. However, if the volunteer is going to have an on-going role that involves regular contact with children then a recruitment process should be adopted as would be to recruit a paid member of staff.

### **RECORD-KEEPING**

The School/Academy must always be able to justify the decision to recruit a particular person. It is therefore necessary to document the recruitment process as much as possible. Sufficient time should be allocated between each candidate for panel members to record information.

The panel will need to keep the interview notes for the successful candidate and these should be placed on their personnel file. Other interview notes, should be kept in a confidential secure place for a period of 6 months.

## **PRE-EMPLOYMENT CHECKS**

It is vital that the School/Academy adopt a robust vetting procedure to minimise the risk of appointing unsuitable staff. Any job offer given to a successful candidate must always be a conditional offer subject to the below checks being satisfactory.

- Satisfactory identification checks – including Date of Birth
- Eligibility to work in the UK
- Two satisfactory references, if not already received
- Enhanced DBS check
- DBS Barred List (replaced List 99 & PoCA list in 2009)
- That those in 'teaching work' are not subject to a prohibition order or interim prohibition order
- S128 Prohibition from management (independent / free schools / academies only)
- Proof of the employee's stated qualifications such as QTS, HCPC
- That those are not disqualified from Early Years / later years childcare, etc
- Overseas checks
- European Economic Area (EEA)
- Satisfactory Health

## **SATISFACTORY IDENTIFICATION CHECKS – INCLUDING DATE OF BIRTH**

Permission to work is subject to legislation, it is a criminal offence to employ those who do not have permission to live or work in the UK. The Immigration, Asylum and Nationality Act 2006, these requirements are enforceable by a fine and potential imprisonment. School/Academy's must verify that an applicant is who they claim to be before the appointment is made.

Education statute requires, in summary, proof of name, date of birth, address and, wherever possible, photographic identity. The same identity checks must be carried out by the school on any appointee to the school who is provided by a third party, e.g. contractor, supply worker.

## **ELIGIBILITY TO WORK IN THE UK**

Since the introduction of the Asylum and Immigration Act 1996, the Home Office has required employers to ensure that all newly appointed employees are entitled to work in the UK and failure to carry out the appropriate checks has been an offence. Under The Immigration, Asylum and Nationality Act 2006, effective 29 February 2008, the requirements are enforceable by fine and potential imprisonment.

In order to comply with The Immigration, Asylum and Nationality Act 2006 in a way that does not result in unlawful race discrimination, all prospective employees must be required to provide the necessary documentation to enable verification of identity (as well as to demonstrate eligibility for work in the United Kingdom (UK)).

The Recruiting Manager will need confirm that they have seen the original, by putting their name, position, signature and also a note of the date it was checked, as well as putting a statement '– 'I can confirm that I have seen the originals'

For Guidance on Right to work checks, see Managers guide to Right to Work Checks, [Appendix 18](#)

## **TWO SATISFACTORY REFERENCES, IF NOT ALREADY RECEIVED**

See Page 7 for guidance on references.

## **DBS CHECK**

All staff will need to undergo appropriate DBS checks. Candidates will be requested to provide original documentation (or to allow the employer to use the 'updating service' if they have registered for this) in order to be able to verify the authenticity of their certificate before any appointment is confirmed.

As an addition to DBS certificates, self-disclosure can play a vital role in the selection process as it gives candidates an opportunity to share relevant information at an early stage, which can then be discussed at interview and/or considered before the DBS certificate comes back. Including a self-disclosure form in application packs may also deter unsuitable people from applying for the post.

It is important to be aware that it is discriminatory to use any self-disclosed information for shortlisting. You should not use the information disclosed to rule someone out of the running for a post. Fair assessment criteria should always be applied. Once shortlisting has taken place, the disclosed information can then be considered.

As it is possible to deceive in a self-disclosure, a DBS certificate should still be sought. The two disclosures can then be compared against each other to highlight any issues. Applicants should be asked to provide any information about unprotected criminal records in a separate sealed envelope marked 'Confidential – Disclosure' attached to their application form or addressed to the Head teacher / chair of recruitment panel. See DBS Policy [Appendix 12](#)

**Identity:** Importance of verifying the successful applicant's identity by reference to original documents. Candidates invited to interview should be asked to bring with them the necessary documents to verify their identity that will satisfy the requirements of the DBS in respect of the application for a disclosure.

## **DBS BARRED LIST (REPLACED LIST 99 & POCA LIST IN 2009)**

Any applicant who will be working in regulated activity with children MUST be checked against the children's barred list prior to commencing in post. Those appointed to work with vulnerable adults MUST be checked against the Adults' Barred list in the same way. However you must not check both barred lists, only one.

## **PROHIBITION ORDER OR INTERIM PROHIBITION ORDER**

Any one employed in 'teaching work' after 2 September 2013, must be checked against the NCTL prohibited list before commencing in post. However it would be best practice to undertake a prohibition check with all members of staff, either paid or voluntary work.

The School/Academy will also need to check against the prohibition list and interim prohibition list. This check must be carried out before any appointment is confirmed, by means of a free service in which the employer is able to check the record of any teacher who holds QTS, and this can be done by logging onto the 'employer access online system via the DfE website:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

## **S128 PROHIBITION FROM MANAGEMENT (INDEPENDENT / FREE SCHOOLS / ACADEMIES ONLY)**

This only applies if the school is an Independent / Free School or academy.

Proprietors and staff with management responsibility must also (under a directive issued by the Secretary of State under section 128 of the Education and Skills Act 2008) be checked to ensure that they are not prohibited from taking part in the management of an independent school (**the definition of an independent school includes academies**).

### **PROOF QUALIFICATIONS SUCH AS QTS, HCPC**

It is a requirement to seek verification of qualifications relied upon in an individual's application. Candidates who are invited to interview will be requested to bring with them original documents or certified copies of such qualifications; these should be copied and retained in the successful candidate's file and noted on the single central record of vetting checks.

The Recruiting Manager will need confirm that they have seen the original, by putting their name, position, signature and also a note of the date it was checked, as well as putting a statement ' - 'I can confirm that I have seen the originals' This also needs to be referenced on the Single Central Record (SCR). If original or certified copies are not available a letter of confirmation from the awarding institution should be obtained from the candidate.

### **DISQUALIFICATION FROM EARLY YEARS / LATER YEARS CHILDCARE**

As from 31 August 2018 schools / academies are no longer required to check disqualification by association as part of the pre employment checks, nor are schools required to revisit this issues annually with your staff.

### **OVERSEAS CHECKS**

All elements of the recruitment process and the pre-appointment checks should be applied to applicants from overseas and any member of staff who has worked and lived outside the UK. Extra time will be needed to obtaining references, checking applicants' qualifications and possible criminal records. In addition, as noted above, overseas applicants will need to establish that they have the right to live and work in this country.

The DBS can only provide information that is held by police forces in the UK.

The home office has published guidance on criminal checks for applicants that have lived or worked overseas and can be found at:

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

### **EUROPEAN ECONOMIC AREA (EEA) CHECKS**

As from 18 January 2017, European Economic Area (EEA) authorities are now required to share teachers prohibition / sanctions with other EEA's and therefore School's and academies are now required to undertake this check.

This check must be carried out before any appointment is confirmed, by means of a free service in which the employer is able to check the record of any teacher who holds QTS, and this can be done by logging onto the 'employer access online system via the DfE website:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

### **HEALTH AND SICKNESS RECORDS**

Once the successful candidate has been identified, only then should employers verify their fitness to undertake the role. Schools/Academies are statutorily responsible for satisfying

themselves, before an appointment offer is made, that potential appointees have the appropriate level of physical and mental fitness.

If you have any concerns about the successful candidates Health and Sickness Record, please contact your HR Provider.

### **CONDITIONAL OFFER OF APPOINTMENT**

A **conditional offer** should always be made since it makes a job offer dependent on a number of documents being produced, as explained in the pre recruitment checks. Providing false information is an offence that could result in the application being rejected, or summary dismissal if the applicant has already been appointed. If you have any concerns, please contact your HR Provider.

The conditional offer letter should also include: job title and brief description, terms of employment (hours, pay, etc), start date and details of any induction or probationary period.

### **OFFER OF APPOINTMENT**

The **offer letter** should be issued once the conditions in the conditional offer letter have been met. The Employment Rights Act 1996 requires employers to provide most employees with a written statement of the main terms within two calendar months of starting work.

The contract should include:

- a. employer's name
- b. employee's name
- c. job title
- d. date employment began, place of work
- e. pay and interval between payments
- f. hours of work
- g. holiday, sickness and pension entitlements
- h. notice periods
- i. whether the contract is permanent, fixed term or temporary
- j. grievance and appeal arrangements
- k. disciplinary rules and dismissal procedures
- l. reference to any collective agreements which directly affect the terms and conditions of employment

### **FEEDBACK**

There is no requirement to give feedback to unsuccessful candidates: it should only be given if it is requested and giving constructive feedback can be a difficult task. It is appropriate to 'describe' instead of 'evaluating' - describe what happened during the particular situation that is the subject of the feedback, and use description to draw attention to the areas that made an impression on the members of the interviewing panel.

Any feedback given should avoid making value judgments. Feedback should be specific and should avoid generalities. It is better to be positive (where possible) in preference to being over critical, whilst reminding the candidate of the key criteria you were looking for - quoting examples of things they actually wrote, or said, and how this affected the outcome.

It is good practice (and may be important) to record all feedback that is provided.

## **MONITORING**

Monitoring should cover equal opportunities, information on response to application packs, staff turnover and reasons for leaving gained through exit interviews. Information on the equal opportunities monitoring form (attached to the application form) should be recorded on the recruitment summary sheet.

The initial stage of monitoring should be carried out on receipt of the application forms by an administrator independent of the selection panel. The separate elements of each application form should be identified on the recruitment summary sheet using the number allocated to each form.

The monitoring forms should be detached from the application form, recorded on the summary sheet and after the closing date the application forms only should be sent to the recruiters. After shortlisting, the record on the summary sheet for candidates who have been rejected should be updated with the appropriate reason in the non-selection category

After interviews and when the offer has been made, the remaining candidate's application forms should be passed to administration for the summary sheet to be updated with the rejection categories. The summary sheet should be kept in the recruitment file.

## **SINGLE CENTRAL RECORD (SCR)**

In accordance with Safeguarding and Safer Recruitment in Education each school/academy is required to 'keep and maintain a single central record (SCR) of recruitment and vetting checks for all staff who are employed at the school / academy and all others who have been chosen by the school to work in regular contact with children i.e volunteers, governors who work as volunteers, people brought in to provide additional teaching or instruction for pupils but are not staff members, eg, sports coaches and all individuals who are employed as supply, whether directly by the school or through an agency. See [Model SCR Appendix 20](#)

## **RECORDKEEPING**

It is best practice that for each vacancy a file should be created which will contain:

- job description and person specification
- advertisement
- shortlisting matrix
- interview assessment sheet
- application forms (for all except the successful candidate)
- references
- any other correspondence relating to the vacancy
- recruitment summary sheet
- details of the successful candidate.

Each vacancy should have its own set of records, which must be stored for 6 months. Any documents relating to the successful applicant will, in any event, be transferred to the employee's personnel file.

*"Minimum retention periods for records relating to advertising of vacancies and job applications should be at least 6 months. A year may be more advisable as the time limits for bringing employment claims can be extended."* (CIPD)

A file should be started for the new employee subject to data protection requirements.

## **INDUCTION**

The purpose of induction is to ensure the effective integration of staff into or across the organisation for the benefit of both parties. The induction programme has to provide all the information that new employees need, and are able to assimilate, without overwhelming or diverting them from the essential process of integration into a team.

The length and nature of the induction process depends on the complexity of the job and the background of the new employee but induction training should, as a minimum, always include the organisation's safeguarding and child protection processes and procedures.

It is important to keep a checklist of the areas of induction training received, ideally countersigned by the individual. This helps to ensure all employees receive all the information they need. This checklist can be a vital source of reference later in employment - for example to check an employee has been briefed on policies, or to produce evidence of training in the event of a health and safety inspection

## Appendix 1: Managers Guide to Receiving a Resignation

### Managers Guide to Receiving a Resignation

When an employee resigns, it is the responsibility of the manager to complete the following actions:

- Ask the employee to confirm their resignation in writing.
- Acknowledge the letter of resignation immediately in writing
  - Confirm what their notice period is.
  - Confirm whether they should work all or part of their notice period taking account of any outstanding leave, time accrued, lieu time etc.
  - Agree when their last day at work will be.
- Inform HR Contracts and Payroll of the leave date as soon as possible to ensure their final pay is correct.
- Complete [a Notification of Leaver Form](#) and forward to the Contracts and Payroll Team or your payroll provider with the letter of resignation.
- Invite the employee to an exit interview at the earliest possible opportunity before the leave date.
- Let the employee know the purpose of the exit interview and ask them to complete and bring along to the interview an Exit Interview Questionnaire. Exit interviews are entirely voluntary on the part of the employee but should be encouraged as good practice.
- Carry out the exit interview, reviewing the completed [Exit Interview Questionnaire](#) during the interview.
- Where issues have been raised please discuss these with your HR Advisor.
- Complete the Leaver Checklist and on the employees final day ensure all equipment is returned and systems and security access is removed.
- Arrange a meeting to discuss and agree the handover of work before the employee leaves.

#### Why conduct an Exit Interview?

When an employee resigns, it is important to understand why they are leaving. The reasons may give a valuable insight into employees' areas of concern and views about the school, which can be pursued constructively in terms of the post or the school, helping to retain existing talent and to attract new employees.

A well conducted exit interview can help to provide information to determine if the role is still required, and if so whether it needs to be filled on the same basis or in a different way.

#### Who should be offered an Exit Interview?

All employees who resign from their post must be invited to an Exit Interview, including those employees who are retiring, moving to another school or coming to the end of a fixed term contract.

An interview is not necessary for casual workers, seasonal staff, secondments etc, although one may be undertaken if appropriate.

If an employee leaves without having an exit interview, the questionnaire should be posted to their home address to give them an opportunity to respond.

### **Who should conduct the Exit Interview?**

The Exit Interview should be conducted by the line manager at the earliest possible opportunity after resignation. If there is a reason why it is inappropriate for the line manager to complete the exit discussion, another manager or a representative from HR should be asked to carry out the interview. However, it would be best practice for a governor to carry out all exit interviews. The manager should confirm with the employee whether they are happy to proceed with the manager conducting the interview or if they would prefer an alternative.

### **How to conduct an Exit Interview**

- Before the interview the manager should check the employee's record to ensure that they have all the relevant information needed to conduct the interview.
- The interview should be informal to encourage an open and honest discussion.
- It should be seen as a positive, information gathering exercise.
- It should be in a room free from disruption.
- The employee should be assured that any issue(s) raised will be treated confidentially.
- The manager should encourage the employee to be honest in raising any pertinent issues before they leave.
- The manager should review the information on the completed Exit Interview Questionnaire, probe for further information as required, and ask for examples to support any comments made.
- You should agree what issues and concerns are to be followed up with others, making notes of these, and any follow-up action that you intend to take – these could be points that others need to be aware of, or issues that may require some form of remedial action.
- As a guide, 30 minutes is usually sufficient (but no time limit should be set).
- The completed form should be signed at the end of the meeting by the interviewee and employee to confirm that the information recorded is true and accurate.
- You should thank the employee for their service to the School

If an employee requests to withdraw his or her resignation, please contact your HR provider for advice.

### **After the Exit Interview**

Forward the completed documentation to your HR Contracts and Payroll Team, to be stored on the employee's personal file (for future reference).

Notify your Manager/Senior Manager/HR of any major concerns or issues. If any sensitive issues are raised, please ensure that any related documentation is treated confidentially and stored appropriately.

Take any action that is deemed necessary as a consequence of the information provided in the exit interview questionnaire by contacting your HR provider as soon as possible, if you are unclear on what to do next.

**Appendix 2: Model Exit interview Record**

**EXIT INTERVIEW RECORD**

Name:	
School:	
Current Position:	Salary:
Start Date:	Line Manager
Termination Date:	

1. What did you most like about your job and why?
2. What did you like least about your job and why?
3. Was your workload fair?
4. Were your duties clearly defined? Is the job description accurate?
5. Did you receive adequate training, both on the job and specialised?
6. Were you ever consulted about your training needs? Do you think this would have been useful?
7. What particular skills would you have liked the opportunity of enhancing?
8. Were your skills fully utilised? If not why?
9. Any suggested improvements to the job?
10. Did you think morale in your School was:  
Very Good          Good          Fair          Poor  
  
Why?
11. Were safety procedures properly followed?
12. How would you rate your Line Manager?  
Very Good          Good          Fair          Poor  
  
Why?
13. Do you feel you were subject to any racial/sexual harassment?
14. How was the matter dealt with?
15. Were you satisfied with the solution?

16. How would you like to have seen it resolved?
17. How do you feel about the pay and benefits provided by the School / Council?
18. Why did you decide to leave the School/Academy?
19. If you are taking up another job where will you be working?
20. What type of work will you be doing? Why is it better?
21. Any other comments?

Reason for leaving in opinion of interviewer:

Comments and suggested future action:

Name.....

Signature: ..... Date: .....

Name of Manager carrying out the exit interview.....

Signature: ..... Date: .....

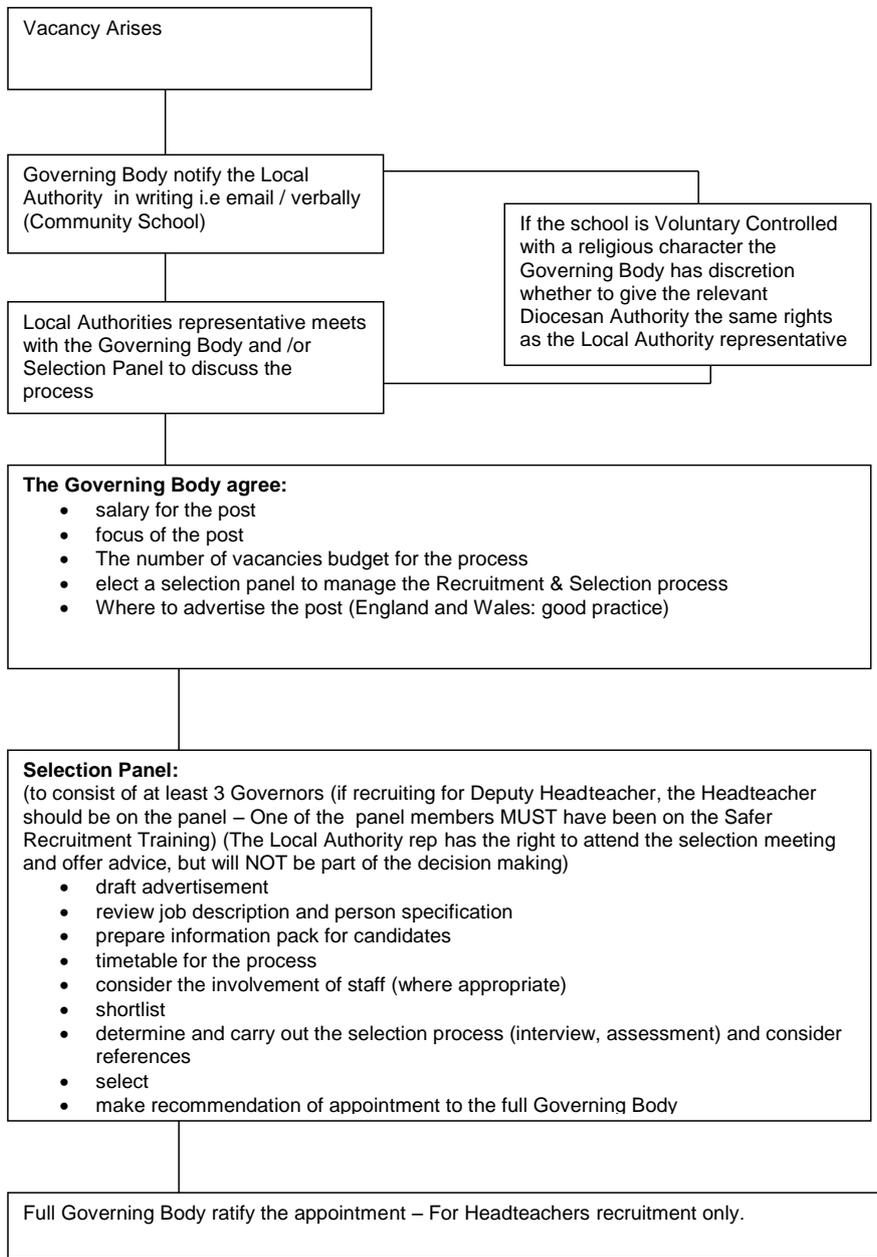
**Appendix 3: Managers guide and check list to timescales relating to the recruitment process.**

<b>RECRUITMENT PROCESS CHECKLIST AND TIMESCALES</b>	
<b>Stage of Recruitment Process</b>	
<b>Plan Selection Process:</b>	
Book venue if necessary	Ensure this is booked as early as possible. Consider what / whom is involved in any administration / refreshment provision
Review / create job description	Ensure that a new / significantly amended job description goes through the job evaluation process which will add to the time required
Review / create person specification	These may take longer for a new post and should be sent with job description where evaluation is required
Timescales	Such as dates available for potential candidates to look round the school. Ensure that the people on the interview panel are available for all the interviews.
<b>Design advertisement</b>	
Arrange for advertisement to be placed	If placing advert via Local Authority advertising service, advert required by 12 noon on the Wednesday 1 week in advance of advertising date
Advertisement of post	Leave a minimum of 2 weeks from date of advertisement to closing date
Decide content of applicant pack	Ensure that the same content is sent out to all candidates or they are signposted to the school's website.
<b>Prepare and issue applicant packs:</b>	
Closing date	2 weeks minimum from date of advertisement
<b>Prepare application forms for selection panel including creation and copying of shortlisting grid</b>	
Shortlisting	Ensure adequate time allowed to arrange for panel to be available for this process
Request references	Where permission given, these need to be requested at least 5 days before they are required at interview.
Invite candidates to interview	Allow adequate time if invitation by post. Ensure any reasonable adjustments have been identified and are capable of being met prior to the interview date
Receive references prior to interview date	All references received should be compared to the information supplied in the candidate's application form to ensure consistency and compatibility. Any apparent discrepancies should be taken up with the candidate at the interview
<b>Carry out the interviews with the candidates</b>	
Interview	Carry out the interviews with the candidates. Make sure that interview notes are kept and that they have the interviewers name, position and signature
Notify candidates of outcome	There is no requirement to give feedback to unsuccessful candidates. Feedback should be specific and should avoid generalities.

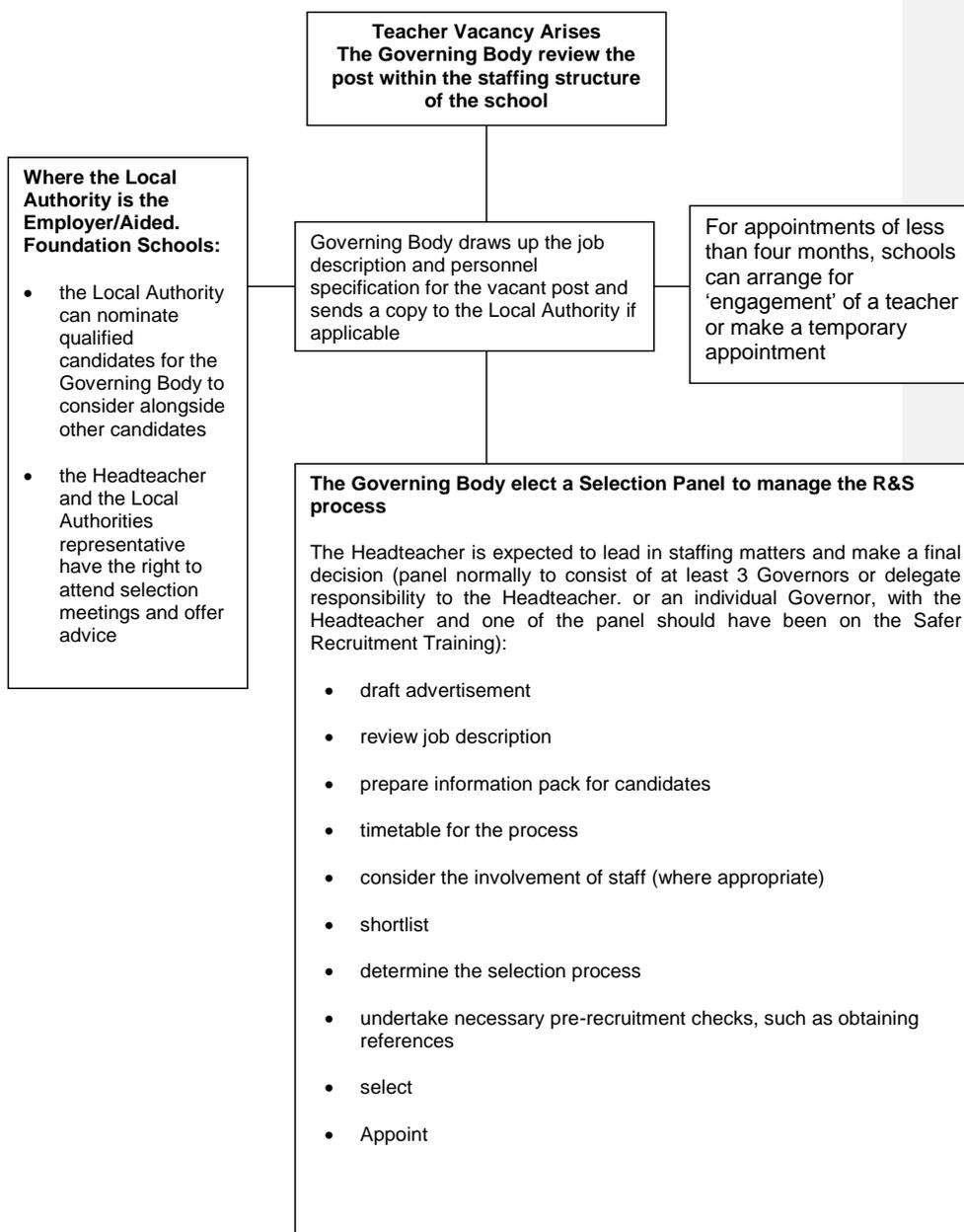
## RECRUITMENT PROCESS CHECKLIST AND TIMESCALES

<b>Stage of Recruitment Process:</b>	
<b>Checks that need to be undertaken on the successful candidate:</b>	
<i>Ensure that the person, who has seen the original documents, confirms they have seen the original documents, by putting their name, position, signature and date on the copy and the copy should be consistently stored on file. It is best practice for the member of staff who has seen the Identification to put a statement – 'I can confirm that I have seen the originals'</i>	
Proof of Identity	Eligibility to work in the UK. This check will need to be carried out for everyone. For British citizens evidence could be birth certificate or passport. For anyone from overseas, evidence will be visa or similar.
Overseas checks	This should be carried out for anyone who has spent time abroad, which would therefore create a gap in their employment history.
Completed application form	Confirm full employment history / satisfactory written explanation of any employment gaps
Full interview notes	Full interview notes from all interviewers
Evidence of qualifications	Qualifications for the post must be seen.
Prohibition order	You are checking that the individual is NOT on the list.
S128 check (if applicable)	Only Independent, free schools and academies need to undertake this check only if the post holder is going to be the Head Teacher or on the Senior Leadership Team.
Barred list	Any applicant who will be working in regulated activity with children MUST be checked against the children's barred list prior to commencing in post.
DFE number (if applicable)	This will only be applicable for teachers
Qualified teacher status (if applicable)	This will only be applicable for teachers
DBS	Have you seen the relevant ID for the DBS and a DBS must be undertaken. Do not store the DBS certificate on file, it must go back to the employee.
Receipt of 2 references	Ensure that they are from the previous employer/s These should not be from a relative or someone known to the applicant
European Economic (EEA) Checks	Checks need to be undertaken to make sure that staff have not been barred the EEA.
<b>Single Central Record:</b>	
<i>Once you have undertaken all the checks, then whoever is responsible for updating the SCR will need to input all the information. There should not be any gaps on the SCR, if you are waiting for information, put 'awaiting information' if you do not need to see any evidence e.g Qualifications, then put N/A. The SCR is a 'live' document.</i>	

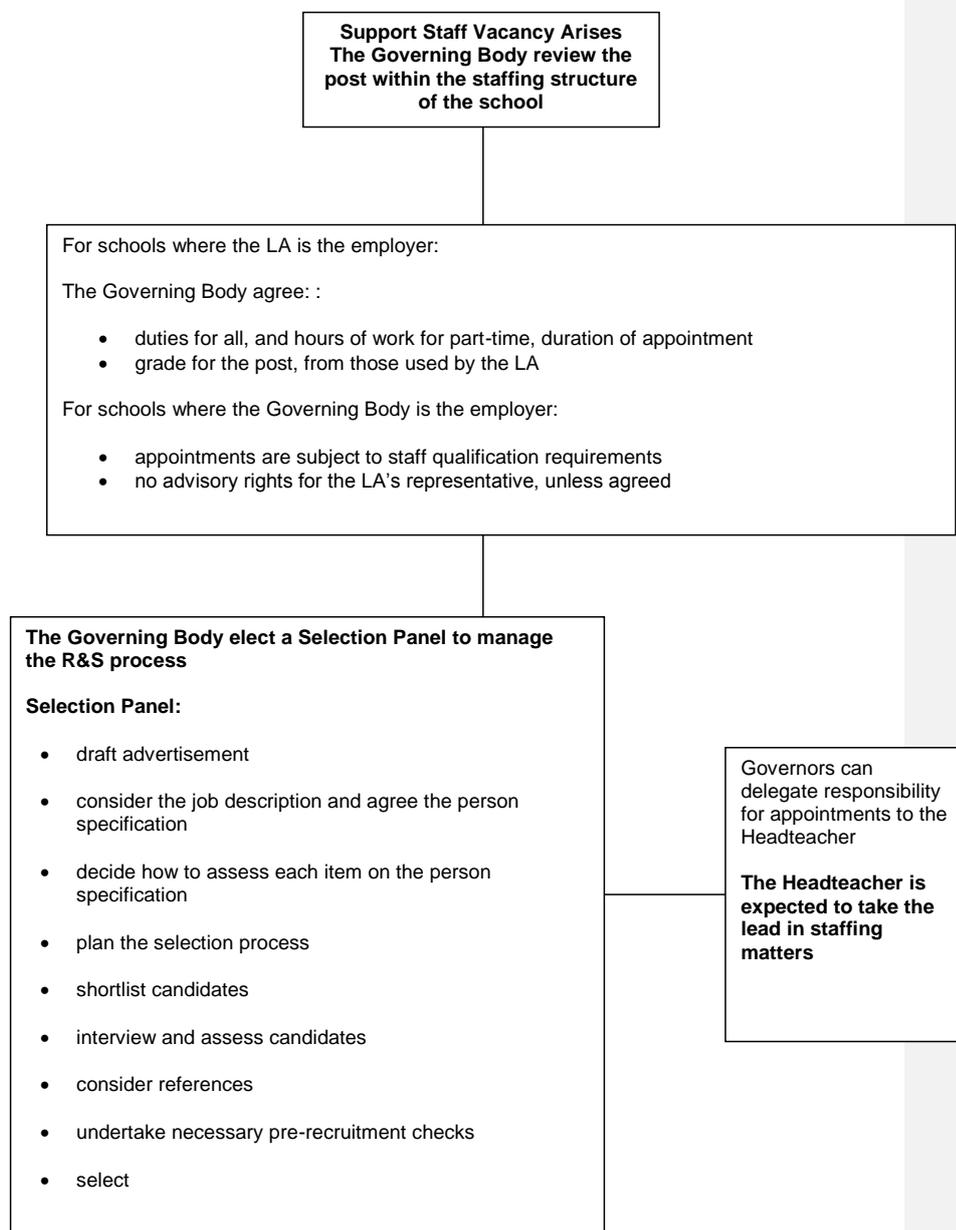
**Appendix 4: Process for Recruitment for Headteachers and Deputies**



## Appendix 5: Appointing Teachers



## Appendix 6: Appointing Support Staff



## Appendix 7: Creating a Job Description

### Managers Guide to Job Descriptions Creating a Job Description

In line with DCSF guidance contained within “Safeguarding Children and Safer Recruitment in Education”, job descriptions should reflect the fact that all work in schools involves some degree of responsibility for safeguarding children / young people, although the extent of that responsibility will vary according to the nature of the post.

#### The content of a job description

A job description is an outline of the main duties and responsibilities of the post. The job description does not need to cover the experience, qualifications, skills, specific knowledge, training and personal attributes of the post holder – that is the function of the person specification.

For teaching staff, reference should be made within the job description to the generic duties detailed in the School Teachers’ Pay and Conditions Document

The Advisory, Conciliation and Arbitration Service (ACAS) recommends that job descriptions are:

- i. written to a standard format to enable valid comparisons to be made;
- ii. complete and take account of all major tasks and/or responsibilities;
- iii. suitable in style and content for use across the whole organisation;
- iv. checked and agreed by the post-holder and their line manager;
- v. brief and concise.

All staff should have an accurate and up-to-date job description. This document is key in the planning stage of performance management, identifying the particular contribution that the member of staff makes to the school.

Job descriptions should be regularly reviewed to ensure that the duties accurately reflect the role and always be reviewed when a post becomes vacant. Part of that review should ensure freedom from bias such as age, gender and disability, wherever possible, for example:

- i. are any of the duties included, which might present problems for some potential candidates, not really necessary and could possibly be dealt with in another way, eg, a requirement to drive: this would discriminate against someone under 17 years old and possibly could discriminate against a disabled person;
- ii. do all the duties need to be carried out by the job holder or could they be performed by someone else?

In line with the Bichard recommendations, the job description should refer to the postholder’s responsibility for safeguarding and promoting the welfare of children/young people: please note the statement included in the model form which should appear on all job descriptions. It is also important to set out the extent of the relationships / contact with pupils and the degree of responsibility for those children/young people that the postholder will have.

Job descriptions must be clear, but do not need to detail every minor aspect of the post. Levels of responsibility must be clearly stated in order to ensure that performance management objectives do not fall outside the postholder’s scope of responsibility.

### **Grading of posts**

For teaching posts the grading will be in accordance with the nationally agreed School Teachers' Pay and Conditions Document.

For support staff schools have the freedom to set and pay their own grades within the appropriate pay scales. However, schools must have regard to issues of equal pay. For Community, Community Special and Voluntary Controlled schools this will need to reflect pay across the Local Authority and must also be mindful of Calderdale Local Authority's commitment to job evaluation.

Schools should use the independent grading service provided by the Local Authority Personnel Service for grading support staff positions. This will ensure that grades are consistent with other posts across the Local Authority.

It is vital that the decision to grade a post at a specific level is based on clear evidence. Schools should retain an audit trail to substantiate any challenge at a later date.

**Appendix 8: Model Job Description**

**A model job description template – Teaching staff**

<b>School name:</b>	
<b>Job Description:</b> This job description outlines the main duties and responsibilities for the post under broad headings only, as it is not possible to specify every item in detail.	
Post title:	
Post reference:	Post grade:
Reports to: <i>eg Phase Co-ordinator, Head of Faculty, Headteacher.</i>	
Responsible for: <i>eg Early Years Team, Science Department, Lunchtime Supervisors</i>	
Job purpose:  This post is to be performed in accordance with the School Teachers' Pay and Conditions Document as amended and supplemented, where appropriate, by Local Conditions of Service. A copy of the document is available for inspection.  <i>This section should also contain a brief overview of the purpose of the post within the context of the school, recognising phase, teaching, management of the post-holder, as well as the requirement to and responsibility for safeguarding and promoting the welfare of children/ young people.</i>	
Salary point/scale:	
Additional allowances:  <i>This should recognise the core salary for the post and then identify and give a rationale for any additional Teaching and Learning Responsibility payments or Special Educational Needs allowances, the leadership pay spine, additional payments etc. Each time the job description is reviewed, so too should the grading, to ensure that it reflects accurately the duties and responsibilities of the post.</i>	
Key tasks:  <i>This should outline the key tasks within the post, which should also illustrate the extent of contact with children / young people and the responsibility for safeguarding and promoting their welfare. The topics can be grouped under suitable headings, eg learning and teaching, assessment and other professional duties, safeguarding, etc.</i>	
Variation:  This job description will not be varied without consultation with the post-holder.	
Date last reviewed:	
Signed:	Post:

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

## Appendix 8: The Job Description

### The Job Description

An outline of the main duties and responsibilities of the post written from details collected through investigations of the job to be done. The following Calderdale Council standard job description form is recommended and covers the following points:

#### METROPOLITAN BOROUGH OF CALDERDALE

##### **JOB DESCRIPTION**

*The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the school.*

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

##### **POST TITLE:**

##### **POST GRADE:**

##### **POST REF:**

##### **NAME OF SCHOOL:**

##### **PRIME OBJECTIVES OF THE POST:**

*This is a brief summary of the purpose and aims of the post which should make appropriate reference to the requirement to, and any specific responsibility for safeguarding and promoting the welfare of children / young people*

##### **SUPERVISORY RESPONSIBILITY:**

*Details of the number of staff supervised by the postholder (including grades and post titles).*

##### **SUPERVISION RECEIVED:**

*Details of whom the postholder reports to and the kind of supervision received.*

##### **RANGE OF DECISION MAKING:**

*The level of decisions made by the postholder.*

##### **RESPONSIBILITY FOR ASSETS:**

*Whether the postholder will be frequently handling large amounts of cash or has access to confidential files, plans, etc (examples should be shown).*

##### **CONTACTS:**

*The range and level of the postholder's contacts, both within and outside the Authority and including those with children and young people.*

##### **RANGE OF DUTIES:**

*An outline of the main duties or tasks performed by the postholder, which should also illustrate the extent of contact with children / young people and the responsibility for safeguarding and promoting their welfare.*

##### **EDUCATION:**

*The appropriate educational qualifications required by the postholder.*

**EXPERIENCE:**

*The minimum period of experience which the average postholder would require to carry out the duties of the post in addition to educational requirement.*

Date Last Reviewed:

Signed:

## **Appendix 8: Example Job Description for Administrative Assistant**

### **Job Description**

The information given in this job description is intended to provide the post holder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

**Post Title:** Administrative Assistant

**Post Grade:** Scale

**Post Reference:**

**Department:**

#### **Prime objectives of the post**

To be responsible to the Administration Officer for the provision of a reception and administrative service. To understand, uphold and put into practice the requirement to safeguard and promote the welfare of children in day to day dealings with them.

#### **Supervisory responsibility**

No direct supervisory responsibility.

#### **Supervision received**

Directly responsible to the Administration Officer, supervision taking the form of advice, consultation, guidance and assistance on particular problems.

#### **Range of decision making**

To organise and prioritise own workload in order that deadlines are met.

#### **Responsibility for assets**

The post holder will have substantial access to confidential information on behalf of the school.

#### **Contacts**

Headteacher/Teachers

Administrative staff

Pupils

Parents

Suppliers and other members of the public

#### **Range of duties**

1. Undertake reception duties at the school reception desk as directed by the Administration Officer
2. Undertake telephone duties; dealing with messages and information.
3. Opening of daily post and distribution: dispatch of all outgoing mail and for postal charges and records, as directed by the Administration Officer.

4. Undertake clerical duties including filing, faxing, record-keeping and distribution of relevant documents
5. To operate photocopying equipment to produce, collate and then distribute as required.
6. To ensure stock cupboards are kept tidy.
7. To liaise with relevant companies regarding the supply of materials as directed by the Administration Officer
8. To receive / record orders and check stock deliveries and associated invoices, distributing stock as required.
9. Handle bulletin items and make up the school hardcopy packet at the direction of the Administration Officer.
10. Organise the school electronic packet in the absence of the Administration Officer.
11. To assist in the weekly maintenance of attendance registers, collation and production of reports and statistics for the DCSF and Local Authority, as directed by the Administration Officer.
12. To assist in the updating of SIMS records
13. To maintain appropriate relationships and boundaries with children / young people that promote mutual respect.
14. To safeguard and promote the welfare of the children / young people within the school in day-to-day dealings with them and to report any concerns to the appropriate person.
15. To undertake any other duties reasonably falling within the purview of the grade as requested by the Administrative and Financial Services Manager.

### **Experience**

Experience within an administrative environment with understanding of requirement to act with confidentiality. Good communication skills. Numerate with experience of using computerised spreadsheets and databases.

### **Education**

Educated to a GCSE standard in English and Mathematics.

Date last reviewed:

Signed:

Date:

Post Holder:

Date:

## **Appendix 9: Creating a Personal specification**

### **Creating a Person Specification**

Drawing up the person specification allows the School/Academy to profile the ideal person to fill the job. It is very important that the skills, aptitudes and knowledge included in the specification are related precisely to the needs of the job; if they are inflated beyond those necessary for effective job performance, the risk is that someone will be employed on the basis of false hopes and aspirations, and both the employer and employee will end up disappointed in each other.

Given the multiplicity of roles within schools, this document gives guidance on the format and use of a person specification, rather than attempt to give specific models for different posts.

In line with DCSF guidance contained within "Safeguarding Children and Safer Recruitment in Education" and arising out of the job description, the personnel specification should reflect the fact that all work in schools involves some degree of responsibility for safeguarding children / young people, although the extent of that responsibility will vary according to the nature of the post.

#### **The content of a person specification**

The person specification sets out the skills, knowledge, experience, qualifications and any other criteria required of the job holder. The criteria must be related to the job and based on a careful analysis of the job description. The Training and Development Agency (TDA) is a very useful source of information when drawing up person specifications for teaching and higher level teaching assistant roles

Because all postholder's within a school setting have some responsibility for safeguarding and promoting the welfare of children, following DCSF advice, a statement to that effect should be added to all person specifications:

It is also important to reflect in the personal qualities required of a postholder the extent of the relationships / contact with children and the degree of responsibility for those children that the postholder will have. The person specification should establish, to the appropriate degree for each type of job, the requirements relating to:

- i. level of motivation to work with children / young people;
- ii. ability to form and maintain appropriate relationships and personal boundaries with children / young people;
- iii. emotional resilience in working with challenging behaviours;
- iv. attitudes to use of authority and maintaining discipline.

It is a requirement of Calderdale's Local Authority and best practice that the criteria should include a commitment to equality. The criteria must be categorised as either essential or desirable, essential being those criteria which the applicant must have in order to do the job, desirable being those criteria which would enhance performance at the outset but could be developed over time with training. In acknowledging the school's "commitment to safeguarding and promoting the welfare of children", the essential criteria should set out the necessary qualifications, experience and competencies to perform the role in relation to children.

The purpose of the specification is to provide clear and transparent criteria by which recruitment decisions can be made. The specification cannot be adjusted to suit the

candidates applying for the job and so, in order to achieve the best possible field of candidates, it is important that:

- i. care is taken in its preparation;
- ii. the criteria are directly relevant to the job;
- iii. criteria are not imposed which are not strictly necessary; and
- iv. wherever possible, criteria are free from age, gender, disability or any other form of bias.

This will enable you to answer any challenge should an investigation be required at a later stage.

In order to avoid potential claims of discrimination the following should be noted when devising a person specification:

- Requirements based on age, length of service or minimum periods of experience must not be included unless they are reasonable and objectively justifiable. For example, advertising for an administrator with 8 years' experience is excessive and likely to discriminate against someone who is younger but still has a considerable amount of experience, say 22 years old with 5 years' experience (which is still likely to be more than is necessary).
- Descriptors, such as the term 'energetic' can be meant as a personal characteristic, rather than a physical attribute. If, however, the job is largely sedentary the use of this term could unjustifiably exclude some potential candidates whose disabilities result in them getting tired more easily than others.
- Unless a mobility requirement is objectively justifiable, it may unnecessarily deter disabled applicants. Stipulating that a post requires a driving licence and the use of a car when in fact other means of transport could be used, could unfairly discriminate against some candidates, for example, the disabled and those under 17 years of age.
- A requirement for long, non-standard or unsocial hours is likely to discriminate against those with family commitments and so should be objectively
- Some qualifications are a legal requirement, such as Qualified Teacher Status (QTS) or the National Professional Qualification for first time Headteachers but, if not, when specifying essential qualifications you need to be able to justify why a particular qualification is relevant and significant to the role. Where possible, it is always advisable to add "or equivalent" to any specified qualification because this opens up the field to suitable candidates who may have gained relevant experience, skills and competencies in a previous job or in non-vocational interests. It also helps to avoid disadvantaging certain racial or ethnic groups or disabled candidates who may not have had the same opportunities as other candidates to access the necessary education or training.
- Blanket exclusions should also be treated with caution. The school may, for example, exclude people with epilepsy from all driving jobs. If the job actually requires only a standard licence and normal insurance, both of which a candidate with epilepsy has obtained, then it is again discriminatory to exclude the candidate from consideration for the post. The Local Authority policy regarding the employment of disabled people is firmly based on the requirements of the Equality Act 2010.

### **Use of the Person Specification**

Along with the job description, the person specification will create the basis for the advertisement copy.

The person specification will then be used to identify which applicants match the required criteria for the job and this can be in a variety of ways, for example:

- i. by reviewing the application form;
- ii. in questions at interview;
- iii. from references;
- iv. through selection tests or other similar techniques.

The end column of the person specification should be used to state the methods by which the selection panel will seek to identify each of the criteria. This will help to establish the rationale for the various selection methods chosen.

During the short-listing and selection process each of the candidates should be reviewed against the criteria contained within the person specification using the methods previously determined. The function of each task, and its relation to the person specification and the job description, should be made clear to candidates in advance.

Since the person specification is based upon the job description it is vital that the criteria are reviewed whenever any changes are made to that document: the person specification should also be regularly reviewed for potential bias.

**Appendix 10: A model person specification template**

<b>School Name</b> .....			
<b>Person specification</b>			
This person specification details the experience, qualifications, skills, specialist knowledge and personal attributes for this post			
<b>Post title:</b>			
<b>Post reference:</b>		<b>Post grade:</b>	
<b>Attributes</b>	<b>Essential</b> Areas to consider within each of the main 'Attributes' heading, though not exhaustive, include:	<b>Desirable</b> There may be criteria listed under the heading 'Essential' aside that would be useful to have or could be achieved with training rather than essential and therefore, more appropriately listed here, eg further qualifications / training / experience	How will the recruitment and selection process identify these attributes?
<b>Experience</b>	Job history and other experience, including that which is home-based; Where appropriate, experience working with children / young people; Which job or area work. For how long. Progress demonstrated; Any essential technical background, eg knowledge of computers.		For example: Application, with further exploration at interview
<b>Qualifications</b>	Basic, essential standards. Academic, professional or technical qualifications including any relevant to working with children		For example: Application Form and qualifications check
<b>Practical and Intellectual Skills (including any specialist knowledge required)</b>	Decision making; Staff management; Organisational or leadership skills; Effective time management; Reflective and learns from past experience; Classroom management;		

	<p>Knowledge of child development;  Up-to-date knowledge of relevant legislation and guidance in relation to working with / protection of children / young people;  Manual dexterity;  Language ability, catering skills. etc.</p>		
<b>Training</b>	<p>Specific / specialist training required to carry out the duties of the post, eg:  ICT;  Supervisory management;  Child protection issues.</p>		
<b>Disposition and attitude (qualities required to carry out the job)</b>	<p>Works collaboratively and supportively with colleagues within and outside of organisation;  Displays commitment to the protection / safeguarding of children / young people;  Values and respects the views / needs of children / young people;  Resilient / ability to work well under pressure;  Willing to work within organisational procedures, processes and to meet required standards for the role;  Commitment to equalities: respects and values the different experiences, ideas and background others can bring to work;  Committed to continual personal / professional development, imaginative thinker, leadership, diplomacy, etc.</p>		
<b>Circumstances</b>	<p>Does the job involve (and are they necessary):  travel between different sites;  lengthy training;  after-hours meetings;  shifts;  unsocial hours, eg call-out.</p>		

Date last reviewed:

Signed:

Post:

**Appendix 13: Shortlisting Matrix**

School name:

Shortlisting Grid:

*The purpose of this grid is to ensure that all candidates have demonstrated their ability to fulfil the essential criteria identified in the Person Specification for this post. It is also a means of recording the additional desirable qualities that the candidates will bring to the post.*

Post title:							
Post reference:				Post grade:			
<b>Applicant number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Essential Criteria</b>	Tick if the criteria listed in the person specification as 'Essential' are met in full						
Experience							
Qualifications							
Skills							
Specific knowledge							
Training							
Personal attributes							
<b>Total</b>							
<b>Desirable Criteria</b>	Tick if the criteria listed in the person specification as 'Desirable' are met						
Experience							
Qualifications							
Skills							
Specific knowledge							
Training							
Personal attributes							
<b>Total</b>							
<b>Shortlisted (Y) (N)</b>							

<b>Checked by:</b>		<b>Date:</b>	
<b>Position:</b>		<b>Signature:</b>	

The criteria headings only are provided above and these should be replaced by the specific criteria for the post being reviewed.

## Appendix 14: Example Reference Proforma letter

### **Private & Confidential**

[Name]

[Address]

[Address]

[Address]

[Address]

[Date]

Dear [Name],

### **RE: REFERENCE REQUEST FOR: [Name]**

[Name] has applied for the post of [Position] in this school and has provided your name as a referee. I would be grateful if you could complete the attached reference pro-forma and return it back by [Date] to aid the recruitment process.

For your information I enclose a job description and person specification, detailing the requirements for the post and his/her suitability for this role. The information provided should be accurate and factual to the best of your knowledge.

Please use the form provided, though any additional information you can supply which will help us in the selection process would be appreciated. [School] is committed to safeguarding and promoting the welfare of children and young people and so the questions are necessarily detailed in line with Department for Education and Skills guidance

Alternatively, if you would prefer you can return the reference by email to [Name] at [Email Address]

Thank you in anticipation for your kind assistance in this matter.

Yours sincerely

Name  
Headteacher

**Appendix 14a: Model Reference: Pre Interview Reference Form for Employers**

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**

**PRE INTERVIEW REFERENCE FORM**

**FOR COMPLETION BY EMPLOYERS**

[School / Academy] is registered with the information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The [School / Academy] takes its responsibilities under the Act very seriously.

The information provided by you is collected purely for the purposes of providing us with information on the individual named in the correspondence. We need to collect this information in order to ensure the suitability of the candidate for the position they have applied for. Completion of this form/sharing the information with us constitutes explicit consent from you for us to process your data for this purpose. Processing is necessary for the performance of a contract with the data subject or to take steps to enter into a contract.

You have the right to see what information is held about you, to have inaccurate information corrected, and to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that the data has not been handled in accordance with the law. The [School / Academy] Data Protection Officer is [Name] and can be contacted at [Email Address]

This information will be kept for a maximum of the individuals employment with us plus six years or as per recommended guidelines for jobs working with vulnerable groups, term of employment plus 25 years or until such time as the data is reviewed by us or removed at your request. (Ref: PN0167)

Applicants Name: \_\_\_\_\_

Position applied for & Reference: \_\_\_\_\_

Interview Date: \_\_\_\_\_

Period in your employment (Please include dates): \_\_\_\_\_

Current Grade/Salary when leaving you: \_\_\_\_\_

**1. JOB DETAILS**

<p><b>What is the applicant's current/most recent position with you?</b></p>  <p><b>In what capacity do you know the person? E.g. Line Manager</b></p>  <p><b>Please summarise main duties and key responsibilities of current or previous post where applicable</b></p>
--

**What are/were the applicant's reason for leaving? (if applicable)**

**2. PERSONAL ATTRIBUTES**

How do you rate the applicant with regard to:

	Poor	Below Average	Good	Excellent
a. Reliability and trustworthiness				
b. Relationships with colleagues				

**Comments in support of your ratings:****3. JOB PERFORMANCE**

How do you rate the applicant with regard to:

	Poor	Below Average	Good	Excellent
a. Work Quality				
b. Work Output				
c. Accuracy				
d. Initiative				

**Comments in support of your ratings:**

**4. VACANCY APPLIED FOR**

How do you rate the suitability of the applicant for the position applied for (please refer to Job Description and Personal Specification)

	Poor	Below Average	Good	Excellent
a. Relevant Skills				
b. Relevant/similar experience				
c. Relevant Knowledge				

**Comments in support of your ratings:**

**5. GENERAL**

**Timekeeping**

Do you regard the applicant's time keeping as satisfactory? Please tick appropriate:

Yes  No

**If no, please give details**

**Discipline**

Has the applicant had any previous disciplinary action taken against them?

Yes  No

**If yes, please give details:-**

Are there any current disciplinary issues outstanding or being investigated?

Yes

No

**If yes, please give details:-**

**Re-employment**

Would you re-employ this person?

Yes

No

**If no, please give details**

**Vulnerable Groups - children, young people, vulnerable adults.**

**Do you know of any reason why the applicant should not work with any vulnerable groups?**

Yes

No

**If yes, please give specific details of your concerns.**

**Please provide details of any disciplinary issues involving the applicant that related to the safety and welfare of children, young people or vulnerable adults.**

Name of Referee: \_\_\_\_\_

Signature: \_\_\_\_\_

Organisation: \_\_\_\_\_

Telephone No: \_\_\_\_\_

Date: \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS REFERENCE

**Appendix 14b: Model Reference: Pre Interview Reference Form Other Than Employers**

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**

**PRE INTERVIEW REFERENCE FORM**

**FOR COMPLETION BY PERSONS OTHER THAN EMPLOYERS**

[School / Academy] is registered with the information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The [School / Academy] takes its responsibilities under the Act very seriously.

The information provided by you is collected purely for the purposes of providing us with information on the individual named in the correspondence. We need to collect this information in order to ensure the suitability of the candidate for the position they have applied for. Completion of this form/sharing the information with us constitutes explicit consent from you for us to process your data for this purpose. Processing is necessary for the performance of a contract with the data subject or to take steps to enter into a contract.

You have the right to see what information is held about you, to have inaccurate information corrected, and to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that the data has not been handled in accordance with the law. The [School / Academy] Data Protection Officer is [Name] and can be contacted at [Email Address]

This information will be kept for a maximum of the individuals employment with us plus six years or as per recommended guidelines for jobs working with vulnerable groups, term of employment plus 25 years or until such time as the data is reviewed by us or removed at your request. (Ref: PN0167).

Applicants Name: \_\_\_\_\_

Position applied for: \_\_\_\_\_

Ref. No: \_\_\_\_\_

Interview Date \_\_\_\_\_

**Personal Qualities**

<p><b>Please comment on the applicant's character and personality (including honesty, trustworthiness &amp; reliability).</b></p>          <p><b>From your knowledge of the person, and the job description enclosed, please give your views of their suitability for the position.</b></p>          <p><b>Please make any other comments that you feel are applicable.</b></p>
---

Referee Details	
Name:	Signature:

Address:	
Position & Relationship:	How long have you known the Applicant :
Telephone No:	Date:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS REFERENCE

**Appendix 14c: Model Reference: Post Interview Reference for Employers**

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**

**POST INTERVIEW REFERENCE FORM**

(To be used when offer of employment has been made)

**FOR COMPLETION BY EMPLOYERS**

[School / Academy] is registered with the information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The [School / Academy] takes its responsibilities under the Act very seriously.

The information provided by you is collected purely for the purposes of providing us with information on the individual named in the correspondence. We need to collect this information in order to ensure the suitability of the candidate for the position they have applied for. Completion of this form/sharing the information with us constitutes explicit consent from you for us to process your data for this purpose. Processing is necessary for the performance of a contract with the data subject or to take steps to enter into a contract.

You have the right to see what information is held about you, to have inaccurate information corrected, and to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that the data has not been handled in accordance with the law. The [School / Academy] Data Protection Officer is [Name] and can be contacted at [Email Address]

This information will be kept for a maximum of the individuals employment with us plus six years or as per recommended guidelines for jobs working with vulnerable groups, term of employment plus 25 years or until such time as the data is reviewed by us or removed at your request. (Ref: PN0167)

Applicants Name: \_\_\_\_\_

Position applied for & Reference: \_\_\_\_\_

Period in your employment (Please include dates): \_\_\_\_\_

Current Grade/Salary when leaving you: \_\_\_\_\_

**1. JOB DETAILS**

**What is the applicant's current/most recent position with you?**

**In what capacity do you know the person? E.g. Line Manager**

**Please summarise main duties and key responsibilities of current or previous post where applicable**

**What are/were the applicant's reason for leaving? (if applicable)**

**2. PERSONAL ATTRIBUTES**

How do you rate the applicant with regard to:

	Poor	Below Average	Good	Excellent
a. Reliability and trustworthiness				
b. Relationships with colleagues				

**Comments in support of your ratings:****3. JOB PERFORMANCE**

How do you rate the applicant with regard to:

	Poor	Below Average	Good	Excellent
a. Work Quality				
b. Work Output				
c. Accuracy				
d. Initiative				

**Comments in support of your ratings:**

**4. VACANCY APPLIED FOR**

How do you rate the suitability of the applicant for the position applied for (please refer to Job Description and Personal Specification)

	Poor	Below Average	Good	Excellent
a. Relevant Skills				
b. Relevant/similar experience				
c. Relevant Knowledge				

**Comments in support of your ratings:**

**5. GENERAL**

**Timekeeping**

Do you regard the applicant's time keeping as satisfactory? Please tick appropriate:

Yes  No

**If no, please give details**

**Discipline**

Has the applicant had any previous disciplinary action taken against them?

Yes  No

**If yes, please give details:-**

Are there any current disciplinary issues outstanding or being investigated?

Yes

No

**If yes, please give details:-**

**Re-employment**

Would you re-employ this person?

Yes

No

**If no, please give details**

**Sickness**

Number of working days absence due to sickness, if none write none:

(i) In Last 12 Months


(ii) in previous 24 months

**Please give details of individual occasions of more than 10 working days absence in the above periods.**

**Vulnerable Groups - children, young people, vulnerable adults.**

**Do you know of any reason why the applicant should not work with any vulnerable groups?**

Yes

No

**If yes, please give specific details of your concerns.**

**Please provide details of any disciplinary issues involving the applicant that related to the safety and welfare of children, young people or vulnerable adults.**

Name of Referee: \_\_\_\_\_

Signature: \_\_\_\_\_

Organisation: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

Date: \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS REFERENCE

**Appendix 14d: Model Reference: Post Interview Reference for other than Employers**

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**

**POST INTERVIEW REFERENCE FORM**

**FOR COMPLETION BY PERSONS OTHER THAN EMPLOYERS**

[School / Academy] is registered with the information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The [School / Academy] takes its responsibilities under the Act very seriously.

The information provided by you is collected purely for the purposes of providing us with information on the individual named in the correspondence. We need to collect this information in order to ensure the suitability of the candidate for the position they have applied for. Completion of this form/sharing the information with us constitutes explicit consent from you for us to process your data for this purpose. Processing is necessary for the performance of a contract with the data subject or to take steps to enter into a contract.

You have the right to see what information is held about you, to have inaccurate information corrected, and to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that the data has not been handled in accordance with the law. The [School / Academy] Data Protection Officer is [Name] and can be contacted at [Email Address]

This information will be kept for a maximum of the individuals employment with us plus six years or as per recommended guidelines for jobs working with vulnerable groups, term of employment plus 25 years or until such time as the data is reviewed by us or removed at your request. (Ref: PN0167)

Applicants Name: \_\_\_\_\_

Position applied for: \_\_\_\_\_

Ref. No: \_\_\_\_\_

**Personal Qualities**

**Please comment on the applicant's character and personality. (Including honesty, trustworthiness & reliability)**

**From your knowledge of the person, and the job description enclosed, please give your views of their suitability for the position.**

**Please make any other comments that you feel are applicable.**

Referee Details	
Name: Address:	Signature:
Position & Relationship:	How long have you known the Applicant :
Telephone No:	Date:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS REFERENCE

## Appendix 15: Interview letter template

### **Private & Confidential**

[Name]  
[Address]  
[Address]  
[Address]  
[Address]

[Date]

Dear [Name],

### **RE: Interview & Right to work in the UK**

Thank you for your application for the role of [position] at [School]. We would be delighted to invite you to the school for an interview for this role on [Date] at [time]

The interview will involve [*\*an assessment, an opportunity for you to meet students, staff and have a tour of the school and there will also be a formal interview – Please detail what the process will involve*]. We would like to invite you in for [time] and I expect that the process will take most of the day.

Before anyone starts work within our organisation we have a legal obligation to confirm a person's right to live and/or work in the United Kingdom. This includes a check on your identity.

All shortlisted candidates must bring with them to interview either one **original** document or a combination of **original** documents as included in either List A or in List B attached.

### **Combinations of documents cannot be made across the two Lists.**

On arrival for interview, a nominated person will take copies of your documents and verify that you have produced the required evidence of your eligibility to work in the UK and that all your documents are valid and original. Please do not bring photocopies as they are not an acceptable form of evidence.

If you are successful at interview the verified copies will be filed for the duration of your employment with our school.

If you forget to bring your documents to interview you will be asked to produce the originals before an offer of employment can be made. Further information about working in the UK may be obtained online from:

<https://www.gov.uk/government/organisations/uk-visas-and-immigration>.

Please can you also bring with you:

- A copy of the qualifications listed as essential in the person specification (5 GCSEs A\*-C or equivalent **and a copy of your driving license – if this is a requirement of the role**).
- Documentation to allow us to undertake a DBS check should you be successful. Details of what is needed can be found here:  
<https://www.gov.uk/disclosure-barring-service-check/documents-the-applicant-must-provide>

We are very much looking forward to welcoming you to the school on [Date], if you have any questions beforehand then please do not hesitate to contact me on [number]. Please confirm by response by email to [Name], [email Address] that you are able to attend the interview day.

Yours Sincerely

[Name],  
[Position]

### Calderdale MBC – Right to Work in UK Checklist

Applicant Name:.....

Post Applied for:.....

Ref:.....

Date of Check:.....

[insert school name] has a legal obligation to confirm a person's right to live/work in the UK. In order for the authority to comply with this obligation all shortlisted candidates must bring with them to interview evidence of their eligibility to work in the UK to interview.

- You **must only** bring original documents;
- You **must provide** one of the documents or one of the combinations of documents in List A **OR** List B as proof that you are permitted to work in the UK.
- Combinations of List A **AND** List B **are not** acceptable
- Please tick below the documents that you bring with you to interview.

#### LIST A

1.  A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and colonies having the right of abode in the UK.
2.  A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3.  A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4.  A Permanent Residence Card issued by the Home Office, to the family member of a national of a European Economic Area country or Switzerland.
5.  A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.  A **current** passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.  An current Immigration Status Document issued by the Home Office, to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK **together with** an official document with the person's name permanent National Insurance

number and their name issued by a Government agency or previous employer.

8.  A **full birth or** adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's name permanent National Insurance number and their name issued by a Government agency or previous employer.
9.  A birth **or** adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's name permanent National Insurance number and their name issued by a Government agency or previous employer.
10.  A certificate of registration or naturalization as a British citizen **together with** an official document giving the person's name permanent National Insurance number and their name issued by a Government agency or previous employer.
11.  A letter issued by the Home Office, the Border and Immigration Agency, or the UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the UK **together with** an official document issued by a previous employer or Government agency with the person's name and National Insurance number (a P45, P46, National Insurance card, or letter from a Government agency)

**List B – Acceptable documents to establish a statutory excuse for a limited period of time**

**Group 1 - Documents where a time-limited statutory excuse lasts until the expiry date of leave**

1.  A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2.  A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the person named in it can stay in the UK and is allowed to do the work in question
3.  A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-EEA national who is a family member of a national of an EEA country or Switzerland or who has a derivative right of residence
4.  A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance

number and their name issued by a Government agency or a previous employer.

**Group 2 – Documents where a time-limited statutory excuse lasts for 6 months**

5.  A Certificate of Application issued by the Home Office under regulation 17(3) or 18A(2) of the Immigration (EEA) Regulations 2006 to a family member of a national of an EEA country or Switzerland stating that the holder is permitted to take employment which is **less than 6 months** old together with a **Positive Verification Notice\*** from the Home Office Employer Checking Service
6.  An Application Registration Card (ARC) issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service
7.  A **Positive Verification Notice** issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

## Appendix 16 - Model interview Format

### A Model interview format

A model interview format is given below:

- Opening Welcome                      Dealt with by the chairperson, who will introduce everyone on the panel  
Confirm the purpose of the interview and explain the procedure, including the fact that notes will be taken;
  
- Acquire information (through agreed allocation of questions);
  - ask standard questions based on the person specification and any follow-up questions required.
    - This should include an exploration of the candidate's attitude towards children and young people and their ability to support the school's agenda for safeguarding and promoting the welfare of children;
  - probe gaps or anomalies in employment history and any other issues / concerns arising from the application;
  - ask the candidate if (s)he wishes to declare anything in light of the DBS declaration form;
  - discuss any issues arising from the reference but if not received, ask the candidate if they wishes to declare / discuss anything in light of the questions that have been / will be put to the referees;
  
- supply information:
  - about the school, position, terms and conditions of employment and any other information sought by the candidate;
  
- Plan and Part: (dealt with by the chairperson);
  - ask the candidate if they are still interested in the post;
  - tell the candidate when a decision will be made and how they will be notified;
  - offer to give feedback at a later date, if it is requested;
  - thank the candidate for attending the interview.

Careful consideration should be given to the scheduling of interviews, tours and selection tests to ensure that they allow adequate time for all areas to be covered, without being burdensome to either candidate or selection panel.

If the interview process overruns it can put unfair pressure on the next candidate.

Care should also be taken to allow sufficient time between interviews for panel members to record their individual assessment of each candidate, though discussion of the merits of each candidate should be reserved until all interviews have been completed.

## **Appendix 17 - Interviewing candidates and the use of competency based questions**

### **Model Interviewing candidates and the use of competency based questions**

The DCSF guidance "Safeguarding Children: Safer Recruitment and Selection in Educational Settings" advises that 'the interview should assess the merits of each candidate against the job requirements and explore their suitability to work with children. All posts that involve working with children should always include a face-to-face interview even if there is only one candidate'.

The job requirements are identified in the person specification, which in turn is based on the job description.

It is strongly recommended to use of a structured interview with competency based questions: this would include questions designed to test personal competencies such as motivation for working with children, emotional maturity and resilience, values and ethics. This can assist interviewees to formulate answers to questions in a logical way and should mean that they spend most of the interview talking. Unstructured interviews have been shown to be unreliable with low predictive validity: they are linked with intuitive judgements, and may even result in interviewer bias based on social stereotyping.

It is better that you carefully consider before-hand what information you need to meet the objective criteria identified in the person specification.

Establish a core of questions that will be put to all candidates although these will be supplemented by questions related to each individual, arising for example from a review of the application form, or in response to answers given to your questions.

In agreeing a core of questions based on the person specification, which in turn is based upon the requirements of the job, you are approaching each interview in a standard way but, obviously, it will be necessary to tailor some questions to the individual, because the facts presented to you will differ.

Competency (or behavioural) questioning is based on the premise that past behaviour is the best predictor of future actions. The interviewers' aim is to ask questions that relate directly to the essential criteria / competencies required for the post. A good recruitment and selection interview should assess candidates against each essential criterion or competency, seeking examples of past behaviour that provide evidence that the interviewee has the necessary competencies to succeed in the job.

Since competency results from having sufficient skill or knowledge (in these circumstances to successfully do a job), the kind of skills interviewers seek include decision making, problem solving, planning and organisation, communication skills, persuasiveness, teamwork, coping with pressure. They can also be used to seek insight into a candidate's values and motivation.

The interviewer should ask a series of questions, for example:

*'Give an example of a time when . . . .*

*'Describe a situation when you . . . . . (designed to seek real life examples about what the interviewee did in a particular situation)*

You are not looking for theoretical answers to hypothetical situations. Competency based questions are more likely to elicit truthful responses. These questions will also allow you to use follow-up questions to probe into the candidate's actions, thoughts, feelings and words at the time. They are unlikely to elicit 'perfect' answers, which gives you the opportunity to discover what the candidate learned from a particular situation. It is also more difficult for someone to "fake" responses when you use this technique as you can verify information with a previous employer, should you choose to do so.

Note taking is very important and it can be useful to ask interviewees to summarise and confirm what has been said, where necessary.

#### **Sample Questions for Competency Based Interviews**

- Tell me of a specific situation at work when you have had to get your view over to other people.
- What tactics were employed to get your point across?
- Think of a time when you wanted to get your way – couldn't get colleagues round to your way of thinking.
- To what extent did they take on board what you wanted?
- What was said to make them change behaviour?
- What was your response to that?
- What was their reply at that point?
- Did they change their behaviour?
- What changes would you make to your approach if it happened again, what would you do differently?
- What has been said to you about the way you influence people?
- How influential do you think you are in comparison to people around you?
- To summarise, think of yourself as a persuader: what are your particular strengths as a persuader?
- What areas do you feel you could be stronger in as an influencer or persuader of people?
- Give an example of an instance when you have had an argument with someone at work. What was the outcome and how are / were working relationships afterwards?
- What do you feel are the main drivers that led you to want to work with children?

- How do you motivate young people?
- What has working with young people, to date, taught you about yourself?
- Tell me a time when you have been working with children when your authority was seriously challenged?
  - How did you react
  - What strategies did you employ to bring things back on course?
  - How did you manage the situation?
- Tell me about a person you have had particular difficulty dealing with?
  - What made it difficult?
  - How did you manage the situation
- What are your attitudes to child protection?
  - How have these developed over time?
- What are your feelings about children who make allegations against staff?
- How do you feel when someone holds an opinion that differs from your own?
  - how do you behave in the situation?
- Have you ever had concerns about a colleague? How did you deal with this?
- What does 'promoting fundamental British values' mean to you?

**Appendix 17: Model interview grid**

The purpose of this grid is to make a systematic and objective record of the interview process. The questions listed have been agreed in advance and are designed to test the criteria listed in the Person Specification and the Job Description.

<b>School:</b>	<b>Interviewing Panel: (Full Names)</b>
<b>Post title:</b>	<b>Post reference:</b>
<b>Candidate name:</b>	<b>Post grade:</b>

**Formal Interview**

- 1 **Poor:** showed only evidence of lack of ability/sufficient negative evidence to be judged somewhat unconvincing in ability
- 2 **Adequate:** meets some requirements and showed more negative evidence of ability than positive evidence
- 3 **Good Performance:** showed more positive evidence of ability than negative evidence
- 4 **Excellent/Outstanding:** showed clear evidence of a high level of ability and no substantial negative evidence

<b>Interviewer</b>	<b>Questions</b> (based on person specification)	<b>Comments</b>	<b>Score</b>

<b>Section total</b>			

Interviewer's name ..... signature: ..... Date: .....

<b>Test or Exercise, for example Presentation</b>			
<b>Elements</b>	<b>Notes</b>	<b>Comments</b>	<b>Score (max 5)</b>
<b>Communication</b> <i>Verbal and written format – appropriate method for situation</i>	Clarity of presentation  Were the messages clear and understandable?		
<b>Influence / Negotiation</b> <i>Ability to use discretion, tact and diplomacy</i>			
<b>Equality</b> <i>Use of language and awareness</i>			
<b>Content</b> <i>Understanding of subject, thinking bigger picture and analytical skills</i>			
<b>School/Academy goals</b> <i>Understanding of the end result and focus on objectives</i>			
Logical sequencing	Was the presentation in a logical order?		
Appropriateness of content	Was the material appropriate to the task set?		
Timing	The candidates were allocated (10) minutes – how close was this presentation?		
Other observations, eg quality of slides or handouts			
<b>Section total:</b>			

Interviewer's name .....

signature: .....

Date: .....

## Appendix 18 – Right to work checks

### Right to Work Checks Eligibility to Work in the UK - Guidance for Managers

This guidance will help you understand which documents you must ask your prospective employees to produce to ensure that they can work for you lawfully and in order that the School/Academy can establish a statutory excuse against the payment of a civil penalty if an employee is found to be undertaking work they are not permitted to do. This guidance explains what steps you should take to satisfy yourself that any documents produced by a prospective employee demonstrate an entitlement to work in the UK. It also explains when you should repeat these checks on those who have limits on their time in the UK.

The Immigration, Asylum and Nationality Act 2006 strengthened the law on the prevention of illegal working by replacing the previous controls under Section 8 of the Asylum and Immigration Act 1996. On 16 May 2014 changes came into force to strengthen and simplify the civil penalty scheme for employers. These include some changes to the document checks employers are required to undertake.

With effect from 29 February 2008, Section 15 of the Act imposed new civil penalties on employers of illegal workers. (Currently they may be fined up to a maximum of £20,000 for each individual worker employed illegally.) In addition, where employers are found to have knowingly hired illegal workers they may be liable for prosecution under Section 21 of the Act, for which there is a maximum prison sentence of 2 years and/or an unlimited fine.

Although employers may establish a statutory excuse in relation to Section 15 of the Act, there is no such excuse in relation to Section 21 if the employer knew at any time that the employment was not permissible.

Employers may establish a statutory excuse against liability for a civil penalty in relation to Section 15 if they can prove that they have carried out appropriate document checks.

Managers should read the attached guidance notes, below regarding the status of overseas workers and the documents to be verified and copied as part of the pre-recruitment checking process. All shortlisted candidates within their invitation to interview letter, should be made aware of what documents they should bring to the interview.

Where employees are transferred in under TUPE arrangements, managers must request, check and copy relevant documentation within 60 days of the transfer date. Employers must not rely on checks made by the previous employer as this will not provide a statutory excuse in the event that any workers acquired are working illegally.

Not all international students (those from outside the EEA) are entitled to work while they are in the UK, but some are allowed to take limited employment in the UK (including work placements), providing the conditions of their permission to study permit this. An employer may be liable to prosecution or a civil penalty if they knowingly employ a student who no longer has the right to work because that student is no longer studying.

Further changes to immigration control were introduced under the Asylum, Immigration and Nationality Act 2006 including:

- the introduction of a points-based five tier immigration system for workers from outside the EEA or Switzerland that replaced all existing routes for those wishing to enter the UK to work, study or train
- an employer led system of sponsorship for the employment of workers from outside the EEA or Switzerland, of which the school is a registered Tier 2 sponsor.

All forms and guidance notes referred to in the attached documents are available from:

[www.gov.uk/government/organisations/uk-visas-and-immigration](http://www.gov.uk/government/organisations/uk-visas-and-immigration)

**The Immigration, Asylum and Nationality Act 2006  
Guidance Notes for Managers  
Conducting a right to work check**

**Step 1**

You must obtain **original** documents from either **List A** or **List B** of acceptable documents.

If a person provides you with acceptable documents from **List A** there is no restriction on their right to work in the UK. You are not required to carry out any further checks.

If a person provides you with acceptable documents from **List B** and there are restrictions on their right to work in the UK, you will establish a time-limited statutory excuse. You are required to carry out follow-up checks on this person's right to work in the UK.

The frequency of these follow-up checks depends on whether the documents you are provided with are from **Group 1** or **Group 2**.

**Step 2**

You must check that the identification is genuine and that the person presenting them is the prospective employee, the rightful holder and allowed to do the type of work you are offering.

You must check all of the following points:

- Photographs and dates of birth are consistent across documents and with the person's appearance in order to detect impersonation
- Expiry dates for permission to be in the UK have not passed
- Any work restrictions to determine if they are allowed to do the type of work on offer (for **students** who have limited permission to work during term times, you must also obtain from them, copy and retain details of their academic term and vacation times covering the duration of their period of study in the UK for which they will be employed). Acceptable evidence includes: printout from student's education institution website, a copy letter/email addressed to student from the education institution confirming term dates
- The documents are genuine, have not been tampered with and belong to the holder
- The reasons for any different names across documents (eg marriage certificate, divorce decree, deed poll). Supporting documents should also be photocopied and a copy retained.

**Step 3**

You must make a clear copy of each document in a format which cannot be altered, and retain the copy securely: electronically or in hardcopy. The person responsible for recruitment must sign and date the document to confirm they have seen the original.

You must copy and retain:

**Passports:** any page with the document expiry date, the holder's nationality, date of birth, signature, leave expiry date, biometric details, photograph and any page containing information indicating the holder has an entitlement to enter or remain in the UK and undertake the work in question.

**All other documents:** the document in full, including both sides of a Biometric Residence Permit.

You must retain the copy or copies securely for not less than 2 years after the employment has come to an end. For further details regarding correctly carrying out all the steps that need to be taken refer to:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/338399/An\\_employers\\_guide-28-07-14.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338399/An_employers_guide-28-07-14.pdf)

If someone gives you a false document or a genuine document that does not belong to them, you should report the individual by calling the Sponsorship, Employer and Education

Helpline on 0300 123 4699.

### **Home Office verification checks**

There are only 3 circumstances in which you are required to contact the Home Office to verify that someone has the right to work in the UK to establish and retain your statutory excuse.

These are:

1. you are presented with a Certificate of Application (which must be less than 6 months old and which indicates that work is permitted); or
2. you are presented with an Application Registration Card stating the holder is permitted to undertake the work in question; or
3. you are reasonably satisfied that you have not been provided with any acceptable documents because the person in question has an outstanding application with the Home Office or has an appeal pending against a Home Office decision and therefore cannot provide evidence of their right to work.

In these circumstances, you need to obtain a **Positive Verification Notice** in order to obtain a statutory excuse. A Positive Verification Notice confirms that the named person is allowed to carry the type of work in question. You must check the original Application Registration Card or the Certificate of Application in the usual way. You must make copies of these documents and retain these copies, together with the Positive Verification Notice. In so doing, you will have a statutory excuse for 6 months from the date issued in the Positive Verification Notice.

If you receive a **Negative Verification Notice** you should not employ, or continue to employ this person, as this notice confirms that they do not have permission to do the work in question.

## **Employing nationals from the European Economic Area (EEA)**

EEA nationals have the right to work in the UK. However, they should not be employed simply on the basis that they claim to be an EEA national. Not all EEA nationals are permitted to work in the UK without restrictions. Any person who claims to be an EEA national will be required to produce an official document showing their nationality. This will usually be either a national passport or nationality identity card which indicates that the holder is a national of an EEA area.

Acceptable documents are included in List A and production of any one of them will provide the employer with a continuous excuse if checked and copied correctly before the person is employed.

EEA nationals who may work without restriction:

Austria France Liechtenstein Romania Belgium Germany Lithuania Slovakia Bulgaria Greece Luxembourg Slovenia Cyprus Hungary Malta Spain Czech Republic Iceland Netherlands Sweden Denmark Ireland Norway Estonia Italy Poland Finland Latvia Portugal

Whilst they are residing lawfully, their immediate family members are also able to reside and work freely in the UK. However, you should still check their documents and photocopy to demonstrate this entitlement.

Since 1 June 2002, nationals from Switzerland and their family members have also had the same free movement and employment rights as EEA nationals.

### **Croatian Nationals**

For nationals from **Croatia** (which joined the EEA on 1 July 2013) transitional arrangements apply. Under the Accession of Croatia (Immigration and Worker Authorisation) Regulations 2013 a Croatian national who wishes to work in the UK and who is subject to the worker authorisation requirement will need to obtain an accession worker authorisation document (permission to work) before starting employment. This means that a Croatian national will only be able to work in the UK if they hold a valid accession worker authorisation document (such as a purple registration certificate) or if they are exempt from work authorisation. The employer is required to carry out a document check to confirm whether a Croatian national is either exempt from work authorisation or holds a valid worker authorisation document for the work in question. The employer should check, validate and keep dated copies of original acceptable documents before the candidate starts work.

### **Non-EEA Family members EEA nationals**

You should not employ any individual on the basis that they claim to be the family member of an EEA national. A valid Residence Card can be used to demonstrate that the holder has a right to work in the UK and is included in List B of acceptable documents and provide the employer with a time-limited statutory excuse if they are current, and have been checked and copied correctly.

An Accession Residence Card is issued to non-EEA family members of Croatian nationals who are subject to worker authorisation requirements and is included in List B of acceptable documents. It provides the employer with a time-limited statutory excuse if checked and copied correctly before the person starts work.

A Permanent Residence Card indicates that the person has lived in the UK for 5 years in compliance with the EEA Regulations and is included in the List A of acceptable documents

and will provide the employer with a continuous statutory excuse if checked and copied correctly.

#### **Non-EEA Nationals with a Derivative Right of Residence**

Some non-EEA nationals have a 'derivative right of residence' in the UK based on their relationship with an EEA (or Swiss) national or British citizen. Derivative residence cards are included in List B of acceptable documents, and will provide the employer with a time-limited statutory excuse if checked and copied correctly. When a Derivative Residence Card is contained in a passport, that passport must be current.

#### **Certificate of Application**

Where a non-EEA national applies for a Residence Card or a Derivative Residence Card, the Home Office will provide them with a Certificate of Application pending a decision on their application. In certain circumstances, this certificate will state that the individual has a right to work in the UK whilst their application is being considered.

The Certificate of Application will only give the employer an excuse if it is less than 6 months old, permits work and is accompanied by a Positive Verification Notice issued by the Home Office's Employer Checking Service stating that the holder has permission to do the work in question.

#### **Additional Information**

Further guidance on EEA and non-EEA family members of EEA nationals can be found on the European Casework Instruction page and information on asylum seekers can be found on [www.gov.uk](http://www.gov.uk) website.

## List of Acceptable Documents for Right to Work Checks

### List A – Acceptable documents to establish a continuous statutory excuse

- A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the United Kingdom.
- A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of an European Economic Area (EEA) country or Switzerland.
- A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of an EEA country or Switzerland.
- A permanent residence card issued by the Home Office to the family member of a national of an EEA country or Switzerland.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- A **current** passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
- A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A full birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or previous employer.
- A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or previous employer.
- A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a Government Agency or a previous employer.

**List B – Acceptable documents to establish a statutory excuse for a limited period of time**

**Group 1 - Documents where a time-limited statutory excuse lasts until the expiry date of leave**

- A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
- A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the person named in it can stay in the UK and is allowed to do the work in question.
- A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-EEA national who is a family member of a national of an EEA country or Switzerland or who has a derivative right of residence.
- A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

**Group 2 – Documents where a time-limited statutory excuse lasts for 6 months**

- A Certificate of Application issued by the Home Office under regulation 17(3) or 18A(2) of the Immigration (EEA) Regulations 2006 to a family member of a national of an EEA country or Switzerland stating that the holder is permitted to take employment which is **less than 6 months** old together with a **Positive Verification Notice\*** from the Home Office Employer Checking Service.
- An Application Registration Card (ARC) issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service.
- A **Positive Verification Notice** issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.
- a 'Positive Verification Notice' is official correspondence from the Home Office Employer Checking Service which confirms that a named person has permission to undertake the work in question

## List B

### Group One – Documents where a time-limited Statutory Excuse lasts until the expiry date of leave

1. A **current** passport endorsed to show that the holder is allowed to stay in the UK and is allowed to do the work in question.
2. A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person in it can stay in the UK and is allowed to do the work in question.
3. A **current** Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
4. A **current** Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

### Group 2 – Documents where a time-limited Statutory Excuse lasts for 6 months

1. A Certificate of Application issued by the Home Office under regulation 17(3) or 18A(2) of the Immigration (European Economic Area) Regulations 2006 to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is **less than 6 months old**, together with a **'Positive Verification Notice'**<sup>1</sup> from the Home Employer Checking Service
2. An Application Registration Card (ARC) issued by the Home Office, stating that the holder is permitted to take the employment in question, **together with** a 'Positive Verification Notice' from the Home Office Employer Checking Service.
3. A **'Positive Verification Notice'** issued by the Home Office, Employer Checking Service to the employer or prospective employer which indicates that the named person may stay in the UK and is permitted to do the work in question.

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<sup>1</sup> A 'Positive Verification Notice' is official correspondence from the Home Office Employer Checking Service which confirms that a named person has permission to undertake the work in question.