RHODES AVENUE PRIMARY SCHOOL

Rhodes Avenue Primary School

Safer Recruitment Policy

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Signed by:

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1. Introduction

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Rhodes Avenue primary School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment.

This policy should be read alongside the document "Keeping Children Safe in Education" Sept 2025. This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2021. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

2. Aim and Objectives

The aim of this policy is to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The aims of the school's recruitment policy are as follows:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- To ensure that all job applicants are considered equally and consistently;
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- To ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education - **September 2025 (KCSIE),** code of practice published by the Disclosure and Barring Service (DBS);
- All staff involved in the recruitment process must have appropriate training and be aware of their responsibilities under the relevant legislation. It is recommended that at least one member of the recruitment panel must have carried out safer recruitment training.
- The School aims to secure equality of opportunity in all its activities, and in this respect all staff should demonstrate a positive approach towards equality in employment.
- If a member of staff involved in the recruitment process has a close personal or familiar relationship with an applicant, they must declare this relationship as soon as they are aware of the individuals' application. It will be necessary for the member of staff to avoid any involvement in the recruitment and selection process.

- We are committed to ensuring all recruitment adheres to employment legislation, safer recruitment guidelines and is fair and accessible to all. The safety of children and young people is paramount and we are fully committed to safeguarding and promoting the welfare of children and young people.
- The recruitment panel will be required to act reasonably in making decisions about the suitability of a prospective employee based on checks and evidence including DBS checks, barred list checks and prohibition checks, together with references and information obtained at interview.

3. Principles

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

All posts within the school are exempt for the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and complete an Enhanced Criminal Records Disclosure via the Disclosure and Barring Service (DBS).

The school will ensure that appropriate staff who undertake recruitment have received accredited safer recruitment training and every appointment panel includes one member who has received accredited safer recruitment training.

The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The school will keep and maintain a single central record of recruitment and vetting checks in line with DfE (Statutory guidance Keeping Children Safe in Education) requirements.

School will ensure the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this policy. The school will monitor compliance with these measures.

Staff who are convicted or cautioned for any offence during their employment are required to notify the school in writing, including both the offence and the penalty.

4. Scope of the policy

This policy applies to anyone who deals with the recruitment of school staff including but not limited to Headteachers, Deputy Heads, Director of Resources, Business Managers and Governors.

This policy is applicable for the recruitment of teaching and school support staff.

The Local Authority is the employer of staff based in community and voluntary-controlled schools but the Governing Body and Headteacher have delegated

responsibility for recruiting, selecting and managing staff. In Voluntary-Aided and Foundation schools the Governing Body is the employer.

5. Equality

The recruitment process must always be applied fairly and in accordance with employment legislation and the school's Equality and Diversity in Employment Policy.

This school recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, effective and promotes equality of opportunity.

All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare both spent and unspent convictions, cautions and bind-overs, and have Enhanced Disclosure and Barring Service clearance. However, certain old and minor offences from criminal record certificates may be excluded. The filtering rules, together with the list of offences that will never be filtered, are available from DBS Filtering Guide. Where 'soft information' is made available by the Disclosure and Barring Service, this will also be taken into consideration.

The school is committed to ensuring people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. The disclosure of a conviction or caution does not necessarily mean that an applicant will not be appointed, and that the main consideration will be whether the offence would make the person unsuitable for the type of work that they have applied to do.

6. Roles and responsibilities

The governing body will:

a. Ensure the school has effective policies and procedures in place for the recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements;

b. Ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training;

c. Monitor the school's compliance with the policies and procedures;

d. Delegate responsibility to the headteacher to lead in all appointments outside of the leadership group. School governors may be involved in staff appointments.

e. The headteacher may delegate the selection process of staff outside of the leadership group to other managers in the school but remains responsible for the decision to appoint.

The headteacher and other managers involved in recruitment will:

a. Ensure that the school operates safer recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school;

b. Monitor contractors' and agencies' compliance with this document;

c. Promote welfare of children and young people at every stage of the procedure;

d. Ensure that at least one of the recruiting managers involved in each recruitment process has successfully received accredited training in safe recruitment procedures. The school will maintain an accurate record of all staff and governors that have successfully completed safer recruitment training.

All potential and existing workers, including volunteers will comply with this document.

All contractors and agencies will comply with safer recruitment pre-employment checks.

7. Recruitment and selection process

Reviewing the vacancy

When a vacancy arises, the school will take the opportunity to revisit the job requirements. This will involve a review of the job description and person specification where it is a like for like replacement role. This review will be undertaken by the headteacher or delegated manager and may include the role being re-evaluated.

Authorisation for new posts within the organisation is dependent upon funding and budgetary requirements. Where such recruitment has not been accounted for, authorisation will be sought from the governing body.

Job Descriptions and person specification

All roles have a job description and person specification, which contain the following:

a. A definition of the role, together with key duties and responsibilities.

b. A description of the range of skills, attributes and qualifications required.

c. A statement of the school's commitment to safeguarding and promoting the welfare of children.

d. All job descriptions and person specifications will always be strictly relevant to the job, and all criteria must be objective, measurable and justifiable.

e. Pay scale or pay range and any allowances attributed to the post (e.g. TLR payment)

f. Details of working time arrangements where appropriate, for example term time only or 52 weeks

A template job description and person specification are attached (**refer to document 1 in appendix 2**). Model job descriptions are available from the school's HR service.

8. Job Evaluation (Support Staff Posts only)

Once an up to date and a job description that accurately reflects the duties that will be undertaking after the evaluation process has been completed, the headteacher must contact the Schools HR Team to request for job evaluation to be conducted to ensure equal pay for work equal value.

If the headteacher or support staff trade union are dissatisfied with the JE outcome, then they can request to review the job description and re-submit along with a jointly completed job evaluation questionnaire.

It should be noted that the JE process does not focus on the volume of the tasks or the individual, it focuses on the nature of the work/role, level of work and responsibilities.

9. Advertising

To ensure equality of opportunity, the school will advertise all vacant posts to encourage as wide a field of candidates as possible. This usually means that posts are advertised externally.

Where there is a reasonable expectation that there are sufficient qualified internal candidates, or where employees are at risk of redundancy, an internal advertisement may be considered appropriate. A clear and transparent recruitment process should be followed in all cases. The schools' reorganisation policy provides more detail of the steps to be taken where employees are at risk of redundancy.

The School Staffing (England) Regulations 2009 specify that the governing body must advertise a head teacher vacancy or post in such manner as it considers appropriate, unless it has good reason not to. It is recommended that the governing body seeks advice from the local authority, before deciding not to advertise. Such advise should be via the Schools HR Team.

Adverts should be written to appeal to all sections of the community, clear and concise and written in plain and non-discriminatory language and include:

a. Brief requirements of the job including the skills, abilities, experience, attitude, and behaviours required for the post.

b. A brief description of the school and the location.

c. The salary and any other benefits.

d. The length of contract (if appropriate, it must be stated whether the

appointment is temporary and if so, the reason for this e.g. to cover maternity leave).

e. All adverts will indicate that a Disclosure and Barring Service (DBS) check will be undertaken or refer to an advert on the school's website which states this and includes a commitment statement regarding the safeguarding of children. For example, **"The school is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. The school follows safe recruitment practices to protect children from risk of harm, and all post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check."**

f. It is recommended that where possible all adverts will have a closing date of a minimum of 10 working days after the date the advertisement appears.

g. It is advisable for schools to include their commitment to diversity and equal opportunities in the advertisement. All advertisements placed by the Haringey Council include the statement 'An Equal Opportunity Employer' and it is recommended that schools adopt a similar statement to incorporate into their advertisements. Haringey Council also places the 'Positive about disabled people' logo on all its advertisements, (the two ticks). This commits the Council to interviewing any candidates with a disability who meet the essential criteria of the person specification. Schools should adhere to this practice and place this on their advertisements as well.

h. All advertised posts by local maintained schools should be placed on the council website and a minimum of 10 working days allowed before the closing date, from the date it was sent to Schools HR Team.

9**. Applicants**

Advertisements for posts, whether internally /externally, or on-line, will include the statement: as described above in **section 8**.

Prospective applicants will be supplied, as a minimum, with the following**:**

a. The job description and person specification;
b. The school's child protection policy;
c. The school's safer recruitment policy (this document);
d. Details of the selection procedure for the post;
e. An application form;
f. Equal opportunities monitoring form.

10. **Applications**

The school uses standard application forms (standardised for teaching posts, support staff and volunteers). CVs alone will not be accepted.

The application form includes the following:

a. A section for self-declaration of convictions or relevant information, consent for DBS check, and a statement to say failure to disclose (other than in respect of "protected" convictions or cautions) will result in termination of the post.

b. A section for personal details, qualifications, experience and full employment history.

c. A request for contact details of two referees. One of which must be their current or most recent employer. For a headteacher post, one of the referees must be the chair of governors of their current school or Director of Children's services.

d. A requirement for candidates to account for any gaps or discrepancies in employment history. Where an applicant is short-listed, these gaps will be discussed at interview.

e. A clear statement that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies.

All job advertisement will need to make clear that disabled applicants may request an application pack in alternative format. If a disabled applicant requests an application pack in an alternative format, such as in Braille or Audio, then this request must be complied with. Please contact the school's HR service for further advice.

11. Shortlisting

Selection Panel

The Hiring Manager will normally chair the selection panel. The selection panel will be responsible for the shortlisting of applicants, the interviewing and if required, further testing of candidates.

In all cases, it is recommended that the selection panel should consist of at least two people and possess sufficient knowledge of the school and the post in order to objectively assess the suitability of each candidate.

Governing bodies should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of the KCSIE (Part three) of this guidance. There is a statutory requirement for at least one panel member to have had Safer Recruitment training, the substance of which should at a minimum cover the content of (Part three) of the KCSIE guidance.

In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview (para 221, KCSIE 2023). This search should be purely about whether the individual is suitable to work with

children. Care must be taken to avoid unconscious bias and any risk of discrimination. It is recommended that someone not on the appointment panel should conduct the search. Further advice is available from Schools HR Team.

12. **Training**

As mentioned above, one panel member should have appropriate recruitment and selection training, so they understand:

- The legal impact and consequences of not following consistent recruitment and selection procedures.
- The School's Recruitment Policy and Procedure.
- How to draw up effective Job Descriptions, Person Specifications and adverts.
- The reasons for equal opportunities monitoring.
- The importance of developing the necessary skills for effective interviewing.
- The importance of safeguarding children
- Safer Recruitment Training

13. **Shortlisting of Applicant**

Shortlisting will always be carried out with an agreed panel as outlined above. When shortlisting the following will be applied;

a. In order to ensure fair and effective shortlisting, only those criteria listed on the Person Specification can be used and recorded on a shortlisting grid. It is unfair and unethical to introduce new criteria at this stage. In all cases, candidates selected for interview must meet the essential criteria listed in the Person Specification of the Job Description.

b. Where the application form shows no evidence of meeting one or more essential criteria, no further consideration should be given to that candidate. Where a large number of applicants meet the essential criteria, the desirable criteria should be used to reduce the number of applicants. Decisions should be made purely on the information on the form and assumptions (either positive or negative) should not be made.

c. No one should be involved in any stage of the selection process if they have a close personal or family relationship or other connection, which may present a conflict of interest with any of the applicants. Staff must declare to the relevant headteacher, any conflict of interest as soon as they become aware of it at any point in the recruitment process. A record of any declaration will be made.

d. Disabled applicants who meet the essential criteria must be interviewed, regardless of the number of applicants. Consideration will be given to making reasonable adjustments for the disabled candidate to compete on an equal basis with candidates who do not share the disabled persons protected characteristic.

e. The shortlisting process must be documented for each applicant (**see document 2 of the appendix 2 for a model shortlisting form**). Only candidates who meet all of the essential criteria should be invited for

interview. The desirable criteria may be used to reduce the shortlist to a manageable number. It may be appropriate for the criteria to be ranked in order of importance and weighted to reduce the shortlist further.

f. Shortlisted candidates should be contacted as soon as possible and invited to interview **(see document 3 of appendix 2 for template invitation to interview letter)**.

g. It is good practice to write to those candidates not shortlisted for interviews (**See document 4 of appendix 2 for template not shortlisted letter**). However, if this is not possible, then there should be a statement in the application pack saying that if people have not heard with 20 working days/by the date of the interview then they should assume that their application is not successful.

14. **References**

Two references for short-listed candidates will be requested immediately after short-listing. Wherever possible, both references will be taken up before the selection stage, so that any discrepancies can be explored during the interview process.

Where candidates have indicated on their application forms that they do not wish their current employer to be contacted, references will be taken up immediately after interview and prior to any offer of employment being made. Teachers will be expected to provide details of their current headteacher as one of their two referees.

References must be in writing, specific to the job for which the candidate has applied and directly from the referee - open references (i.e. To whom it may concern) or testimonials are not acceptable. The school will not accept references from relatives or people writing solely in the capacity as a friend.

Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Reference requests will specifically ask for details of:

a. The referee's relationship with the candidate.

b. Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

c. The applicant's current post and salary.

d. The applicant's performance history and conduct including details on any situation where any formal action has been taken using capability procedures within the last two years.

e. Any disciplinary procedures for which the sanction is current.

f. Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those processes.

g. Details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

The school uses a standard reference request form to ensure the details outlined above are included.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview or after offer.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. (**See document 6 and 7 of appendix 2 for a sample Reference Request Letter and Reference Request Proforma**)

15. **Secretary of State prohibition orders and Section 128 direction (teaching roles)**

In all cases where an applicant is to undertake a teaching role of any kind a Prohibition Order check will be made using the Employer Access Online Service. This should be performed at the shortlisting stage but will always made before any offer of employment is made. https://www.gov.uk/guidance/teacher-status-checks-information-for-employers

Teacher prohibition and interim prohibition, orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited must not be appointed to a role that involves teaching work.

Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the Teaching Regulation Agency (TRA). Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so. The TRA's role in making prohibition orders and the process used to impose them are described in more detail in its publication **Teacher Misconduct: The Prohibition of Teachers** teacher-misconduct-the-prohibition-of-teachers—

Secretary of State section 128 direction

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or,

- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

16. **The Selection Process**

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview which may be via visual electronic link). **A template interview scoring sheet is at Document number 5 of appendix 2.**

Candidates will always be required:

a. Answer questions relating to their suitability for the role and how they meet the requirements of the job description and person specification;
b. Explain satisfactorily any gaps in employment;
c. Explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
d. Declare any information that is likely to appear on a DBS check; and
e. Demonstrate their capacity to safeguard and protect the welfare of children and young people.

Other selection methods may also be used where these are appropriate to the post, for example:

a. An observed activity with children;
b. In tray exercises can be used to test organising, prioritising and time management;
c. Presentations can be used to assess presentation and research skills; and
d. Case studies can be used to evaluate problem solving and written communication skills.

17. **English Fluency**

Employees working in a customer-facing role must be able to speak fluent English. This means that they must have a command of spoken English that is sufficient to enable the effective performance of the role. This duty applies to existing staff and new recruits.

The fluency duty does not create a higher standard than already required for Teachers in local authority-maintained schools who are already annually appraised against the Teachers Standards.

18. **Pre- Employment Checks**

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. Schools Must:

- verify a candidate's identity. Identity checking guidelines can be found on the GOV.UK website

- obtain a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity

- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available

- verify the candidates mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role

- verify professional qualifications

verify the candidate's mental and physical fitness to carry out the responsibilities of their post.

- verify a person's right to work in the UK. If a person has lived or worked outside the UK, the school should make any further checks it feels appropriate. The school should also check for any information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

- if the person has lived or worked outside the UK, make any further checks that the school or college consider appropriate (see 286-291, KCSIE 2024)

- for staff who work in childcare including reception classes, or in wraparound care for children up to the age of 8, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009

- check that a person is not prohibited from teaching. The school can do this by using the Employer Access Online Service. A person who is barred from teaching must not be appointed to work as a teacher in a school or early years setting.

- All schools must also check that a person taking up a management position is not subject to a section 128 direction which is made by the Secretary of State. Schools can carry out this check by accessing the Department for Education's Secure Access portal.

19. **Disclosure and Barring Service (DBS)**

The school will obtain an Enhanced DBS Certificate including a children's barred list check for all staff and volunteers (including governors) engaged in regulated activity.

According to KCSIE 2024 regulated activity includes:

a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b. work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness of disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training; and
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.

When the DBS has completed its check of an applicant's record and, if appropriate, whether or not they are on the children's barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the original DBS certificate to the school before they take up post.

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

Before using the DBS Update Service, the school will:

- obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check;
- confirm the DBS certificate matches the individual's identity;
- examine the original certificate to ensure that it is valid for the children's workforce; and,
- ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information.

Further information about the Update Service, including when updated information can be used, can be found on https://www.gov.uk/dbs-update-service.

The flowchart below (**appendix 1)** provides more information on decision making process.

20. **Disqualification by association**

In line with Disqualification under the Childcare Act 2006 guidance[1], relevant staff are disqualified from working in the school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

Staff are covered by this legislation if they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception age) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare. This includes:

a. **Early years provision** - staff who provide any care for a child up to and including reception age. This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and

b. **Later years provision** (for children under 8) - staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

This means that staff employed who work in the following roles are not covered, i.e. staff who:

a. only provide education, childcare or supervised activity during school hours to children above reception age; or
b. only provide childcare or supervised activities out of school hours for children who are aged 8 or over; and
c. have no involvement in the management of relevant provision.

The school will take steps to gather information about whether a relevant member of staff is disqualified by association by asking them to declare any cautions or convictions for a relevant offence; where a care order is issued with respect to a child who has been in the person's care; whether they or anyone living or employed in their household is named on the DBS Children's Barred List. Staff are expected to inform the school immediately should circumstances change and they believe that they may meet the criteria for disqualification by association.

The school will keep a record of those staff who are employed to work in or manage relevant childcare and record the date on which disqualification checks were completed on the Single Central Register.

[1] www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

Further information on the staff to whom these Regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance on - 2006/disqualification-under-the-childcare-act-2006

21. Proof of identity and right to work in the UK and verification of qualifications and professional status

Successful applicants for all posts will be required to provide proof of identity by producing documents in line with those set out in The Immigration, Asylum and Nationality Act 2006 e.g. passport, birth certificate, driving licence etc. Similar information is also required to undertake a DBS check on the preferred candidate.

The school will verify that successful candidates have actually obtained any qualifications legally required or deemed essential for the job, and as stated in their application by asking to see the relevant certificate, or a letter of confirmation from the awarding body / institution.

22. **Fitness to undertake the role**

A confidential pre-placement medical form must be completed to verify the successful candidate's mental and physical fitness to carry out their work responsibilities.

23. **Individuals who have lived or worked outside the UK**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. (This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

Following the UK's exit from the EU, schools should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on **GOV.UK**; and for teaching positions

- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

- Applicants can find contact details of regulatory bodies in the **EU/EEA** and **Switzerland** on the **Regulated Professions database**. Applicants can also contact the **UK Centre for Professional Qualifications** who will signpost them to the appropriate **EEA** regulatory body.

Further information can be found in DfE Guidance: recruit-teachers-from-overseas

24. **Agency and third-party staff and trainee teachers**

The school ensures written notification is obtained from any agency, third-party organisation or teacher training institution to confirm that appropriate recruitment vetting checks have been obtained for any individual working at the school in regulated activity.

The school checks the identity of all agency or third-party staff on arrival at the school. The details of these checks will be recorded on the SCR.

25. **Current Staff (ongoing vigilance)**

The school reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.

26. **Offer of Employment**

It may be possible to negotiate a provisional start date with the preferred candidate. However, with the exception of the DBS disclosure (unless the DBS Online Update Registration service is available), the pre-employment checks detailed above (i.e. satisfactory DBS Certificate, references, medical checks, prohibition checks, childcare disqualification checks and waivers, copies of qualification and proof of identity) must all be completed before a person's appointment is confirmed.
In the case of DBS disclosures, the certificate must be obtained/verified before or as soon as practicable after the appointment is made. In exceptional circumstances, where an individual starts work before the DBS certificate is available, then the school will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed. Should the school allow an individual to start work before the DBS certificate is available, the decision taken should be documented and retained on file.

Once all pre-employment checks have been satisfactorily completed / received, then an offer of employment and contract of employment will be issued.

27. **Unsuccessful Candidates**

It is good practice for the headteacher or chair of the interview panel to contact unsuccessful candidates as soon after the interview as possible to offer feedback about the interview.

When giving feedback, it should be:

- Honest and non-discriminatory;
- Related to the individual's performance at the interview;
- As detailed as possible using examples from the interview; and
- Constructive and helpful for the individual

28. **Retaining records and data protection**

The school must retain all interview notes on all applicants for a 6-month period after notifying unsuccessful candidates, after which time the notes will be destroyed (e.g. shredded).

29. **Personal file records**

The school will retain the following information, which will make up part of the personal file for the successful candidate:

- Application form
- References
- Proof of identification
- Proof of academic qualifications (where applicable)
- Evidence of medical clearance from Occupational Health (where applicable)
- Evidence of the DBS clearance (ie: the notification form or certificate reference number, not the actual DBS form or certificate)
- Certificate of Good Conduct (where applicable to DBS checks)
- Positive Disclosure Review sheet (maintained if applicable/agreed).

30. **Single central record**

Schools **must** maintain a single central record of pre-appointment checks, referred to in the Regulations as the register and more commonly known as the single central record.

The single central record **must** cover the following people:

- **for schools, all** staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day,
- for colleges, details of staff, including agency and supply staff providing education to children under the age of 18; and
- for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

The single central record **must** indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the GOV.UK website);
- a barred list check;
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK (see paragraphs
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

For agency and third-party supply staff, schools **must** include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

31. **Volunteers and regulated activity**

The school welcomes the active involvement of parents, volunteers and members of the local community in school life. Parents and carers frequently help at school and on trips and outings on an occasional basis to support the curriculum, closely supervised by a member of staff. These helpers are not considered to be engaged in regulated activity and are therefore not subject to the Safer Recruitment Procedures.

However, some volunteers may be engaged in regulated activity and therefore are subject to Safer Recruitment Procedures. Further guidance on how this judgement may be made is contained within the Keeping Children Safe in Education September 2025.

All Governors in maintained schools are required to have an enhanced DBS check and require a barred list check if engaging in regulated activity.

32. **Induction**

The school recognises that safer recruitment and selection is not just about the start of employment but should be part of a larger policy framework for all staff. The school will therefore provide ongoing training and support for all staff.

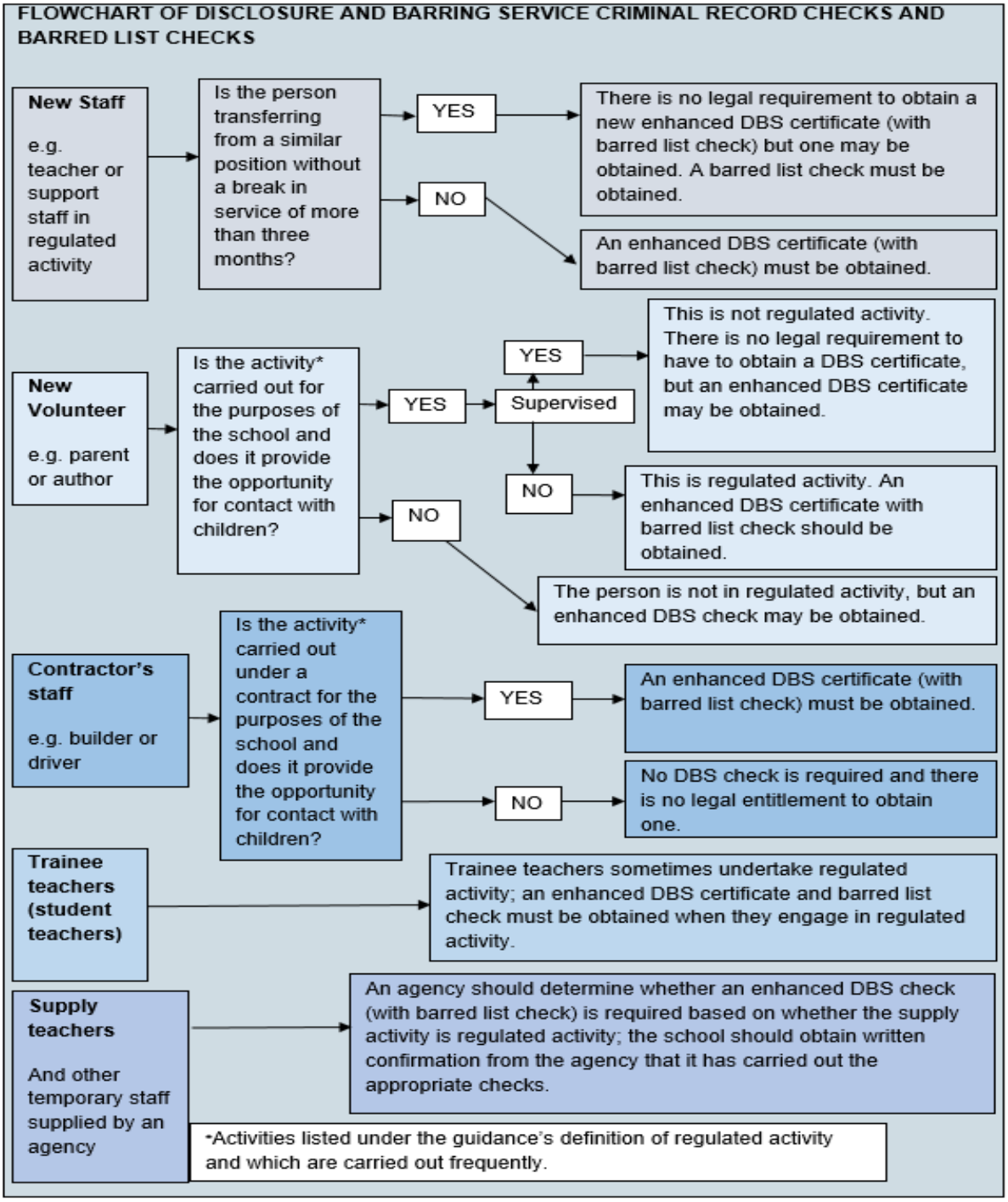
All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices. Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

33. **Monitoring and review**

The Governing Body will monitor the implementation of and compliance with this policy and procedures. This will include periodic audits of files and records by the Designated Safeguarding Lead and/or Nominated Governor as part of the school's wider Safeguarding Audit (as specified in the Safeguarding Policy).

The school's senior management and the governing body will ensure that action is taken to remedy without delay any identified issues.

Appendix 1: Flowchart of Disclosure and Barring Service Criminal Record Checks and Barred List Checks



Appendix 2 : Practical guidance and model documents

The following documents are a collection of sample documents and model letters used in conjunction with the Haringey 2024 Model Safer Recruitment Policy for Schools. All letters are used as models and the school will complete, amend or delete certain parts of the letters as required.

Sample guidance documents are used as a guide when writing the school's own document.

Document Number	Title of Document
1	Template job description and person specification
2	Example short listing record
3	Example interview invitation letter
4	Example of Interview record sheet
5	Example reference request letter
6	Reference Request Proforma

Template job description and person specification

Please complete all sections as comprehensively as possible and state N/A if a section does not apply. This job description and person specification will be used as part of the recruitment process.

Job title:	
Post number:	
School:	
Department:	
Responsible to: (give job title of the person to whom the postholder is directly accountable)	
Responsible for: (please give job titles, grades and attach a structure chart)	
Pay and hours:	

1. Purpose of the job

This should be a brief summary.

2. Main Responsibilities

This is the most important section. It should list the major areas in which the job must produce results in order to achieve its purpose. You need to explain what is done, how and at what level you expect the postholder to operate within the school.

3. Financial Accountability/Influence

Give an overview of any budgets, expenditure, income for which the postholder has sole or shared accountability or has some influence over. You need to explain the postholder's responsibilities in this area.

List any external contracts or Service Level Agreements that the postholder manages, monitors or specifies.

4. Additional Information

Provide details of any other factors not already given which affect the job.

e.g. particularly unpleasant working conditions, being the Council's specialist in a specific area, high political sensitivity.

5. **We confirm that this form conveys a full and accurate description of the job as at ..... (date)**

Postholder name	
Post holder signature	
Date	
Manager name	
Manager signature	
Date	

Person Specification

1. Education, Experience and Working Knowledge

A. List the education, qualifications or training that the ideal postholder would need to perform the full duties of the post effectively. (This information should relate to the qualifications etc. required for the job and may not be the same as those held by the postholder).

B. How much work experience over and above any qualification (related and unrelated) would the postholder ideally need before appointment?

e.g. 1 previous experience of working as a member of a team

e.g. 2 substantial management experience at a senior level

C. Details of any specific knowledge required

e.g. good working knowledge of planning regulations and legislation

Example short listing record

It is recommended that this or a similar short-listing record be kept.

Post	
Reference	
Closing date	

Applicants Name	**Appl. No**	**Shortlisting criteria** (add additional columns if required)						**Shortlist Y/N**
		1	**2**	**3**	**4**	**5**	**6**	

Example interview invitation letter

Strictly Private and Confidential

Dear

Invitation to Interview

I refer to your recent application for the position of (POSITION DETAILS e.g. Head of Science) and I am pleased to invite you to an interview to be held at (VENUE) on (DATE). A map is enclosed. I also enclose (ADDITIONAL INFORMATION), which provides more information and details about the school.

You should arrive at the School at (TIME), report to Reception, and ask for (CONTACT NAME). (e.g. additional assessment ~ You should bring with you a recent example of your work, which you should be prepared to discuss as part of the assessment*)*

Your interview will last approximately (LENGTH OF INTERVIEW) and the panel will include:

(NAME) (POST) Chair of the Interview Panel

(NAME) (POST) Panel Member

(NAME) (POST) Panel Member

Please let me know as soon as possible if there are any adjustments or arrangements that you may need to assist you in the interview process.

I would be grateful if you would contact (CONTACT NAME) on the above number to confirm your attendance.

Yours sincerely

Example interview record sheet

It is recommended that this or a similar interview sheet be by each member of the selection panel.

Post	
Reference	
Grade	
Panel member	
Date	

Enter the key criteria (and competencies if appropriate), together with the weighting considered to be appropriate before the interview. (Scores 6 = Excellent, 5 = Very Good, 4 = Good, 3 = Satisfactory, 2 = Adequate, 1 = Unsatisfactory/no evidence)

		Candidates Initials						
KEY CRITERIA REQUIRED (from Person Specification and/ or competencies)	Wtg H/M/L							

Example reference request letter

Private & Confidential
[NAME]
[ADDRESS]

[DATE]

Dear

Reference Request

Post Applied for:

……has applied for the above post and has given your name as a referee.

I would be grateful if you would let me know whether the applicant can be recommended for this post by completing the attached pro forma as fully as possible. As the post involves working with children and/or young people, you are asked to consider the applicants suitability in relation to this work.

We ask that you respond truthfully and with integrity in line with your safeguarding responsibility.

Any further comments you might like to make would also be helpful.

When you have completed the reference request, please return as soon as possible in the pre-paid envelope provided.

This reference will be held on the personal file of the applicant, who will have access to it in accordance with the Data Protection Act 2018.

I would like to thank you in advance for your response.

Yours sincerely

[Your Name & Details]

[Referee's Name & Details]

[Date]

Reference Request Proforma

Referee

Please complete your details below – we may need to ask you follow-up questions

Your Name		
Job Title (current)		
Organisation (current)		
Email address		
Phone number		
Job Title when you worked with Candidate		
Organisation and work address when you worked with Candidate		
Length of time applicant known to you		
In what capacity do you know the applicant (if more than one capacity, please note all)		

Candidate Employment Details

Candidate Name	
Job Title when they worked with you	
Employment dates	**From** DD/MM/YYYY – **To** DD/MM/YYYY
Reason for leaving	
If given an opportunity, would you re-employ this candidate for the same role or a more senior role? Please say why.	
Is there anything else we should know?	

Candidate's Professional Behaviour

Please comment overall – if you respond 'satisfactory' or 'poor', please say why; if a more nuanced response is needed, please qualify your response.

The Candidate's overall conduct	Excellent Good Satisfactory Poor
The Candidate's communication skills	Excellent Good

	Satisfactory Poor
The Candidate's relationships with colleagues & external partner agencies	Excellent Good Satisfactory Poor
The Candidate's ability to engage with children and young people and their families	Excellent Good Satisfactory Poor
To your knowledge, have there ever been questions about the Candidate's honesty or integrity? (if yes, please outline the concerns)	
Is there anything else we should know?	

Candidate's Practice and Performance

Having read the job description and person specification, do you feel this Candidate has the skills and attributes required for the post?	
How would you rate the Candidate's performance?	Excellent Good Satisfactory Poor
Did you consider that the candidate required professional development in their practice or professional conduct? If so, please say why	
Are you aware of any disciplinary action against the Candidate?	
Is there anything else we should know?	

Safeguarding Practice

Is this Candidate suitable to work with children / young people / vulnerable adults?	
Are you aware of any Allegations of harm to children/young people made against the Candidate? If so, what was the outcome?	

Are you aware of any allegations of inappropriate conduct?	
Are you aware of any Safeguarding concerns raised in relation to the Candidate?	
Do you have any concerns about this Candidate working in regulated activity with children / young people?	
How would you describe their capacity to safeguard children and young people?	Excellent Good Satisfactory Poor
Is there anything else we should know?	

Please assess and rate (tick as appropriate) to the best of your knowledge, the applicant's ability, and typical performance in the following areas (continuing on a separate sheet if necessary):

	Excellent	**Good**	**Satisfactory**	**Not Satisfactory**
Building and maintaining effective working relationships. (If currently or previously employed in a school environment, please assess relationships with pupils, parents, colleagues and the wider school community)				
Willingness to learn and develop/continuous professional development				
Flexibility. (For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing)				
Team working. (Ability to work co-operatively with colleagues and share responsibility for team outputs)				

Ability to prioritise work and meet deadlines.				
Ability to use own initiative appropriately				
Communication, both written and verbal, with varying audiences				
Contribution to your organisation/general life of the school				
For management or leadership posts only, people management and leadership skills				

For teaching appointments only, quality of teaching (overall, based on lesson observations during current/most recent performance management cycle)

Outstanding	**Good**	**Requires improvement**	**Inadequate**

Comments:

For all appointments, are there any aspects of the role where the applicant may need further development?

Yes	No

If yes, please comment:

Signed:	
Name:	
Position:	