Recruitment and Selection Policy

Version control

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Author/Reviewer and date:	Tara Cook – Head of HR July 2025

1.0 Introduction

1.1 The Trust (and its schools) understands its statutory responsibilities and is committed to ensuring that effective safer working practices are robustly embedded within the school as set out in the latest version of Keeping Children Safe in Education (KCSIE) (2021) and Working Together to Safeguard Children 2018.

1.2 The Trust recognises the legal requirements placed upon them by

- The Education Act 2002
- Education (Independent Schools Standards) Regulations 2014
- The School Staffing (England) Regulations 2009 as amended
- Current employment legislation
- The requirements of DfE and current versions of "Keeping Children Safe in Education" and "Working Together to Safeguard Children"
- Equality Act 2010
- Immigration Act 2016, in particular the "Code of Practice on the English language requirement for public sector workers" which came into force in November 2016 under Part 7 of the Act
- ACAS recruitment advice online version

1.3 The policy set out in this document has been agreed by the appropriate Committee of the governing body supplemented by staff representatives and other Governors - as appropriate. The governing body is aware that full consultation with the recognised trade unions has been undertaken by the Trust.

2.0 Equalities and Equal Opportunities

2.1 The Trust recognises its legal responsibilities to staff under the Equality Act 2010 and this policy will ensure equality and fairness regardless of race, sex, sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age. All recruitment related decisions will be taken in accordance with relevant legislation and the most recent statutory guidance.

3.0 Aims of the Policy

3.1 The aims of the Recruitment and Selection Policy are as follows:

a) recruit the best person for each vacancy through a fair, systematic, effective recruitment and selection procedure.
b) recruit staff in a professional, timely and responsive manner.
c) ensure that all candidates are treated fairly, equitably and efficiently, with respect and courtesy, aiming to ensure that the candidate experience is positive, irrespective of the outcome
d) provide a sound framework for the recruitment and selection of staff based upon relevant employment legislation.

4.0 Underlying Principles

4.1 The appointment of a new member of staff to a school is a major investment. It is important therefore to ensure that the recruitment process is carefully managed to ensure that a successful appointment is made, in line with statutory requirements.

4.2 The recruitment process can normally be broken down into five main phases:

1. Planning the recruitment process
2. Advertising and application
3. Shortlisting candidates for interview
4. Interview process
5. Appointment procedure and onboarding/probation

5.0 Roles and responsibilities

5.1 The Trust, Headteacher and the governing body have responsibility for setting the staffing structure in school. Usually, the Headteacher takes the lead in making staffing appointments.

5.2 Responsibility to interview and appoint staff is delegated to the Headteacher. It is recommended that, wherever possible and appropriate, an interview panel consisting of three people is convened to select the right person for the role.

5.3 At least one member of the interview panel must be appropriately trained in safer recruitment.

5.4 For recruitment to Headships the Trust will establish the selection process and panel.

5.5 It is the responsibility of governors and staff involved in any recruitment and selection process to ensure they adhere to the principles of equal opportunities and the relevant equalities legislation and school/Trust equality principles.

5.6 The Trust is committed to safeguarding and promoting the welfare of children and follow the safer recruitment guidance in the latest “Keeping Children Safe in Education” document.

5.7 Training and advice on all recruitment matters can be obtained from the Trust HR Team.

6.0 Planning the Recruitment Process

6.1 It is essential to plan the recruitment process carefully. Schools are advised to regularly review their recruitment procedures and documentation to enable them to manage the process efficiently and minimise the risk of making an unsuitable appointment even when timescales are short.

6.2 Schools should identify appropriately trained governors and staff to be involved in recruitment panels/procedures, remembering that it is mandatory for at least one member of the panel to have undergone appropriate safer recruitment training.

- establish and regularly update a file of information about the school;
- maintain an up-to-date file of job descriptions and person specifications;
- use Trust application forms. CV's are not accepted in place of an application form;
- establish efficient record keeping systems in line with the Data Protection Act 2018 and the General Data Protection Regulations 2018.

7.0 Defining the vacancy

7.1 The school should have an up-to-date structure plan for its staffing. The structure should be reviewed against any known changes e.g. budget, school roll and any factors which could impact on the staffing levels. Simply because a job has always been done in such a way, encompassed certain duties or has been paid at a certain level does not necessarily mean it should continue to be so.

7.2 The Head Teacher/Governing Board as appropriate will determine the pay range for each vacancy prior to advertising in line with the Trust Pay Policy. The Trust Board will set all central Trust pay and Head Teacher pay. Advice must be sought from Trust HR. All new support staff roles will be term time only unless there is a business case as to why it shouldn't be. The business case would need to be approved by the Trust.

7.3 Prior to advertising the Head Teacher/Governing Board may consider other options such as opportunities for job share and flexible working if this meets the organisational needs of the school.

7.4 Where the Head Teacher/Governing Board are considering an appointment on a fixed term or temporary basis, they will take into account the guidance from HR. The Head Teacher/Governing Board must recognise that appointments on this basis should only be made in line with HR guidance on the use of fixed term contracts.

Timing the appointment process

7.5 The lead recruiter will plan a realistic outline timescale which includes the main processes in filling the post from advertising to appointment and the availability of staff and governors.

7.6 For teachers this must also take account of their statutory resignation dates i.e. 31 May, 31 October and 28/29 February. The contractual notice periods are 3, 2 and 2 months respectively for the above dates plus 1 additional month notice for existing Head Teachers.

8.0 Job Description

8.1 A written job description for the post must be agreed before the post is advertised. It should state the main duties and responsibilities of the post. This is essential not only

for recruitment purposes but also for onboarding, performance management and continuing professional development (CPD).

8.2 In line with 'Safer Recruitment' guidance, all school job descriptions should include a reference to the safeguarding duties and responsibilities of the post. This must state the level of responsibility for promoting and safeguarding the welfare of children and young people assigned to the post. In the case of the Designated Safeguarding Lead (DSL), the job description should be explicit in broad areas of responsibility and activities related to the role

8.3 In line with Part 7 of the Immigration Act 2016, all post holders, who as a regular and intrinsic part of their role are required to speak to members of the public, should be made aware of the requirement and necessary standard of spoken English required for the role. Detailed guidance is available in the code of practice on the fluency duty guidance: www.gov.uk/government/publications/english-language-requirement-for-public-sector-workers-code-of-practice

9.0 Person Specification

9.1 The person specification forms a framework against which objective decisions can be made about each applicant's suitability for the post.

9.2 The purpose of the person specification is to define the school's expectations of the post holder by detailing the essential and desirable skills and aptitudes of the post holder. The person specification should:

- include the qualifications, skills and experience needed to undertake the role and any other requirements needed to perform the role and their suitability for working with children.
- reflect the competencies and qualities the successful candidate will need to demonstrate during the selection process;

9.3 The person specification should be precisely related to the requirements of the post and should not contain experience, qualifications or characteristics which are not relevant to the post.

9.4 In considering the essential criteria, the selection panel may wish to consider their relative "weighting". This allows the panel to take account of the relative importance of the essential elements, with regard to the duties and responsibilities of the post.

9.5 The Head Teacher/Governing Board will ensure that the person specification agreed for each post does not breach equal opportunities legislation.

10.0 Advertising and Application

10.1 The purpose of the advertisement is to:

a) attract responses from suitable and appropriately qualified people and

b) deter responses from unsuitable and unqualified people.

10.2 Before advertising the post, schools must consider offering the vacancy to staff identified as at risk of redundancy to satisfy the requirement to seek to mitigate redundancy.

10.3 The Trust reserves the right not to advertise all posts where there is a suitable solution which benefits the school. This discretion lies with the Head Teacher but advice must be sought from the HR department.

11.0 Redeployment

11.1 The Trust will enable appropriately qualified and experienced staff who are at risk of redundancy to obtain, where possible, employment in other Trust schools.

11.2 In these circumstances, Trust schools may be asked to interview such a candidate prior to the post being advertised more widely by the school.

12.0 Advert

12.1 Particular care needs to be taken with the wording of the advertisement so that it does not inadvertently contravene equality legislation.

12.2 The advert should state that the successful applicant will be required to undertake an enhanced DBS check, right to work in the UK and will be subject to other statutory pre-employment checks.

12.3 The pay band for the post should be clearly stated on the advert. Where the role is term time only, the advert will show the actual prorated salary.

13.0 External Advertising

Posts will normally be advertised externally but may, on occasion, be ring-fenced to individual schools or to Trust schools only at the Trust's discretion. Advertising externally helps to ensure we attract a wide field of suitable applicants.

14.0 Information for Applicants

14.1 All potential applicants will be made aware of the Trust's commitment to safeguarding and promoting the welfare of children and the expectation that all staff and volunteers share this commitment.

15.0 Application System

15.1 It is essential that all applicants fully complete the appropriate forms using the SAM People Recruit system. All sections must be completed appropriately. Applications may

be made on a paper system with the express consent of the HR Department. Applications made using only a CV or letter will not be accepted.

16.0 Criminal Records and other checks

16.1 Applicants must appropriately declare criminal conviction information in the correct way using the recruitment system. All teaching type or senior posts in school will be subject to an enhanced DBS check (with barred list) and prohibition from teaching check. Other checks will also be made such as references and medical checks and social media checks. See the safer recruitment section for further information.

16.2 As part of the application process the school should ensure that:

- successful candidates fully meet all the essential criteria e.g. qualifications, experience and any other requirements in relation to working with children and young people.

- the interview process is designed to assess the candidate's ability to meet the essential requirements of the post (including suitability to work with children).

- any discrepancy or anomalies in the information provided, including any gaps in employment which are not accounted for or issues arising from references are followed up during the interview.

- current and/or previous employers are contacted as part of the pre-appointment checks, where there has been a break in teaching service or for support staff, a break in school-based employment, a reference will always be sought from their last school even if the employer is not nominated by the applicant.

16.3 The school must verify before appointment:

- identity
- qualifications
- right to work in the UK
- gaps in employment history
- enhanced DBS check with barred list
- prohibition from teaching check
- at least two satisfactory references
- appropriate checks where the candidate has lived abroad
- medical fitness
- childcare disqualification (where appropriate)
- Social media checks

17.0 Shortlisting candidates

17.1 If a candidate has indicated that they are disabled, they should be shortlisted if they meet the essential requirements of the person specification.

17.2 Candidates will have the opportunity to declare equality, diversity and inclusion information. This is optional but it will help the Trust to monitor EDI information and aim to be as inclusive as possible in all of our processes and procedures.

17.3 The purpose of shortlisting is for the interview panel to take time to assess the returned applications and references in order to identify who to call for an interview.

17.4 All candidates must be assessed equally against the criteria shown in the agreed person specification. There must be no exception or variation to this as this could render the whole process unfair and open to claims against the governing body. Knowledge of a candidate which is not relevant to the post should not be taken into account. This is particularly important where there are internal candidates.

17.5 Applicants providing false or misleading information in an application or interview process is a serious matter which could result in dismissal if the applicant has been selected and appointed to the school. Failure to disclose information or providing false information in relation to criminal records is an offence which could lead to prosecution.

18.0 References

18.1 We will always request written information about previous employment history and carefully check that information is not contradictory or incomplete. References should be scrutinised and any concerns resolved satisfactorily before the appointment is confirmed.

18.2 One of the references must be from the most recent/last employer. Where this is genuinely not possible or if the candidate has not been in previous employment then other suitable references will be sought. This may be from education establishments, voluntary work or such like. References from friends or family are not acceptable. It is not possible to start in a role with Equals Trust if a candidate has no references.

18.3 Information disclosed about past disciplinary or capability action will be considered carefully.

18.4 Where electronic references are received schools will ensure they originate form a legitimate source (i.e. a company e mail address. We won't accept references from general e mail addresses such as Hotmail, gmail etc). Any discrepancies or inaccuracies completed on the application should be taken up with the candidate.

18.5 Reference requests should be in the same format, using the Trust system.

19.0 Keeping children safe in education – online searches

19.1 Equals Trust will carry out an online search as part of our due diligence on shortlisted candidates. This is in line with KCSiE (para 220). This may help us to identify any incidents or issues that have happened, and are publicly available online, which our schools and Trust may want to explore with the applicant at interview.

19.2 Online searches will be made using a third party provider – socialmediacheck.com A report will be produced by socialmediacheck.com and only information that may need to be explored further at interview will be passed on to the interview panel. For further information about how the searches will be conducted see here: https://socialmediacheck.com/education/

19.4 The reason we conduct online searches is to help us to determine a candidates suitability to work with children and to keep them safe.

19.5 Any information that is found on a report which may reveal information about a candidates protected characteristics under the Equality Act will not be shared with the interview panel unless the post it is in relation to is concerning and requires further investigation.

20.0 Selection Activities

20.1 In order to find the best candidate for the role the selection panel is likely to set a range of activities to test the skills and aptitude of the candidates. All candidates will perform the same tests but reasonable adjustments will be considered for those who need them.

20.2 If a candidate has disclosed a disability which may affect their ability to fully partake in the process then reasonable adjustments will be put in place wherever possible.

20.3 Before the interview, each member of the panel should have received and read copies of the application forms and references for the shortlisted candidates.

20.4 Questions for candidates, success criteria and a scoring system should be prepared in advance. The interview evaluation sheets should be prepared with the questions listed on them.

20.5 The letter of invitation to interview, should be sent promptly to give candidates reasonable notice and time to prepare for any specific activities such as a presentation. Candidates should be asked to confirm that they are able to attend. If a candidate has disclosed a disability which may affect their performance at interview, ask the candidate to contact the school if they require any adjustments to be made to the arrangements.

21.0 Questioning candidates

21.1 Prepared questions should be asked of each candidate. Supplementary questions can be asked which are specific to a particular candidate. The panel should consider and agree any issues which need to be explored arising from the information contained in the application form and references.

21.2 Trust schools will not ask candidates, at interview, about their personal circumstances e.g. their marital status, sexual orientation, family, religion, politics, trade union affiliation, etc.

21.3 When assessing the applicant's suitability for the post as described, the interview panel should also explore the following issues:

- any gaps in the candidate's employment record (or study record, from the age of 16)
- concerns or discrepancies arising from the application or references.
- whether there are any issues which the candidate wishes to declare in the light of DBS checks etc. or which need to be explored as a result of any self-declaration.
- the candidate's attitudes towards children and young people.
- their motivation for working in a school/with children.
- their ability to understand and support the school's policies, including the need to safeguard and promote the welfare of children.
- Information provided about the candidate's previous disciplinary record in references

21.4 Under the Equality Act 2010, employers are prevented from asking potential recruits questions about their health (and this should not be requested or detailed on the application) before a job offer is made in order to avoid liability for disability discrimination. The only exception to this is to establish the applicant's capability to carry out a function intrinsic to the work concerned, which is a specific requirement of the person specification – a 'genuine occupational reason' (GOR).

21.5 If the role is public-facing, under the Immigration Act 2016, all applicants should be assessed on their English speaking ability either through a formal test if the role requires this, or more usually as part of the interview questioning process. Alternatively, evidence can be provided of suitable proficiency in the English language by qualifications from UK establishments, specific courses in English, or having undertaken a comparable qualification which was delivered in English. Further guidance on this is available in the Code of Practice on the Fluency Duty Guidance.

22.0 Managing the interview

22.1 The chair of the selection panel should ensure all panel members are clear about their specific roles and clarify any issues to be explained with individual candidates.

22.2 When conducting the interview, the members of the panel should introduce themselves and encourage the candidates to feel at ease. Equals Trust aims to make all interview processes as welcoming as possible. We aim to get the best out of people.

22.3 All panel members must remain objective and guard against subconscious prejudice or stereo typical views of particular candidates. Assessments should be based on whether or not the candidate meets the person specification on the basis of an objective assessment.

22.4 Selection decisions should not be influenced by any protected characteristics, the sex, race, disability, age, sexual orientation, religion or belief, gender reassignment,

pregnancy or maternity, marriage or civil partnership of the candidate. It is illegal to discriminate on such grounds and such a decision can be challenged in an Employment Tribunal.

22.5 The candidate should be given the opportunity to ask questions, be informed when they will hear the outcome, and thanked for attending.

22.6 Notes must be taken by all members of the interviewing panel to assist with assessment of the candidates and to help form the rationale for the decision. Notes and application forms for all candidates interviewed should be retained for 6 months after which time they will be destroyed unless legitimately needed in line with GDPR.

22.7 It may be appropriate to confirm and/or discuss salary and conditions of service within the interview.

22.8 It is usual for the decision to be made directly after the interviews. Candidates should be informed of when the decision is likely to be made.

23.0 Appointment Procedure

Decision

23.1 Following the final interview of the shortlisted candidates, the selection panel should immediately discuss each candidate. The panel's decision must only be made against the defined requirements of the job.

23.2 Selection decisions should not be influenced by the sex, race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership of the candidate. These are protected characteristics and it is illegal to discriminate on such grounds. Any staff member found to be discriminating against anyone may face disciplinary procedures.

23.3 The selection panel will share their records of each candidate with each other and attempt to reach a consensus about which candidate best fits the person specification. If it is not possible to reach a unanimous decision, the panel will need to decide whether they are prepared to proceed on the basis of a majority decision.

23.4 Where there is uncertainty the panel need to consider whether it is appropriate to make an appointment or whether the post should be re-advertised (or another option). Once a decision has been made, the panel should confirm and record why the other candidates have been rejected and include the information with the application forms in case of a challenge at a later date. All information gleaned during an interview process must be kept confidential.

23.5 The appointing panel will determine the starting salary to be offered to the successful candidate, in line with the Trust Pay Policy. Where a candidate is simultaneously employed by another school, schools are not bound to make any pay decision based on their employment by another school. Where teachers have been appointed to the school during a cycle of additional support within appraisal or subject to the formal capability process the Headteacher will, where necessary, seek evidence from the

previous school to assist pay decisions and any ongoing support that maybe required in the new post.

24.0 Conditional Offers and Pre-employment checks

24.1 Once a decision has been made a conditional offer of appointment can be made to the successful candidate. This verbal offer should be followed by written confirmation as soon as possible. Where pre-employment checks are not fully completed it is important that a conditional offer of employment, subject to satisfactory completion of the required checks are made. Once the pre-employment checks are completed a further letter can be sent to confirm the offer.

24.2 The offer of appointment is conditional upon all of the checks set out in the single central register: The following steps must be taken:

1. verification of candidate's identity (if not already established). Best practice is to check the name on the birth certificate, if available. Further information on checks can be found at www.gov.uk/government/publications/identity-proofing-and-verification-of-an-individual

2. Enhanced DBS check which will include children's barred list information, for those who will be engaging in regulated activity with children

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

4. Verify the candidates mental and physical fitness to carry out their work responsibilities;

5. Verify the person's right to work in the UK; including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then further advice is available via www.gov.uk/check-job-applicant-right-to-work

6. Verify there are at least 2 satisfactory references from appropriate sources;(1 of the references must be from the current or last employer).

7. Verification of qualifications (if not already completed);

8. Verification of professional status, e.g. QTS status. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status and the completion of teacher induction or probation.

9. Ensure applicant is not subject to a prohibition from teaching order made by the Secretary of State for (a) teachers (in maintained schools) and for (b) teachers and relevant support staff (in academy and free schools) where they meet the statutory definition of undertaking "teaching work." Checks on other staff may be undertaken but not a statutory requirement. This check provides confirmation that an applicant is not barred from teaching.

10. A check must be made under the 2018 Childcare Disqualification Regulations if the new starter works in a relevant setting, (individuals employed in reception

classes or wrap around care for children up to the age of 8) and a waiver form obtained from Ofsted if necessary. Further information is available with regard to whom these Regulations apply in Disqualification under the Childcare Act 2006 statutory guidance www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006

11. for UK staff who have lived or worked abroad the same checks must be undertaken as well as additional checks such as obtaining certificates of good conduct from relevant embassies or police forces. These checks could include, where available

    - criminal records checks for overseas applicants

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

    If this information is available, it can be used to assess suitability along with other evidence gathered through the pre-employment checks. NB Not all countries provide criminal record information and where they do, the nature and detail of the information can vary. Schools should be mindful that the criteria for disclosing offences in other countries can have a different threshold than those in the UK. See Home Office guidance: www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants

    Where this information is not available, schools should seek alternative methods of checking suitability and/or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

12. for non-UK citizens – satisfactory clearance through the UK DBS service and appropriate checks such as obtaining certificates of good conduct from relevant embassies or police forces. Confirmation of their right to work in the UK will also have to be obtained.

13. In line with guidance from the NSPCC it is our policy to conduct overseas criminal record checks for all prospective staff where they have lived, worked, or spent time abroad in a country for a period of 3 months or more. NSPCC advice is to conduct checks on those who have spent the time abroad within the past 5 years. It is EQT's policy to try to obtain this check for all staff who have lived, worked, or spent time abroad for a period of 3 months or more within the last 10 years. We won't conduct a check for those who lived abroad before the age of 18.

14. The UK officially left the EU on 31 January 2020. Freedom of movement between the UK and EU ended on 31 December 2020. As of 1 January 2021, employers wanting to recruit from abroad, whether from the EU or the rest of the world (except Ireland) need to comply with the new immigration rules and right to work

checks to avoid significant civil and criminal penalties imposed for breaching legislation. www.gov.uk/guidance/recruiting-people-from-outside-the-uk

- Applications from overseas, whether from the EU (Austria, Belgium, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden) or the rest of the world (except Ireland) will be unable to work in the UK unless they have a visa and are sponsored by their employer. At this time Equals Trust does not intend to become a sponsor.

- EU nationals, living in the UK prior to 31 December 2020, could rely on passport or national identity card to evidence their right to work in the UK, until 30 June 2021. EU nationals wanting to stay and work in the UK beyond 30 June 2021 need to apply for status under the EU Settlement Scheme (EUSS).

- https://www.gov.uk/government/publications/eu-settlement-scheme-factsheet/eu-settlement-scheme-factsheet

15. For those staff taking up management positions (including Headteachers, deputy or assistant head teachers, governors and trustees) a check to ensure they are not subject to a Section 128 direction issued by the Secretary of State which would prevent them from doing so (this can be checked via the Teaching Regulation Agency Employer Access Service).

16. A social media check has been undertaken using our third party provider socialmediacheck.com and a certificate obtained and entered on to the SCR.

24.3 Schools must ensure that the above checks have been completed and appropriate records established and retained including the Single Central Record as required by the relevant statutory guidance, Keeping Children Safe in Education and Ofsted.

24.4 In some circumstances, schools will need to carry out new checks on existing staff. The relevant checks must be undertaken where:

- an individual working in a school moves from a post that was not regulated activity with children into work which is considered to be regulated activity
- there has been a break in service of 12 weeks or more
- there are concerns about and existing staff member's suitability to work with children

24.5 Applicants moving from a previous post – there is no requirement to obtain a new enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more that 3 months before the person's appointment, the applicant has worked in a school in England, in a post

- Which brought the person regularly into contact with children, or
- To which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons, or

- In another institution within the FE sector in England, or in a 16-19 academy in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

However, whilst there is no requirement to undertake new DBS check, it is advisable to do so and so EQT schools will do this to ensure schools have up to date information. All other relevant pre appointment checks must be undertaken, including a children's barred list, where engaging in regulated activity.

24.6 Where a school allows an individual to start work prior to having received a DBS it should ensure they are properly supervised and all other checks including the children's barred list check are completed.

25.0 Candidate's Debrief

25.1 It is recommended good practice that all candidates are offered feedback on their performance at the selection process. This will help unsuccessful candidates to identify areas of improvement for future applications and assist with the induction of the successful candidate into school by identifying any particular areas for support and training.

25.2 Copies of personal documents of unsuccessful candidates' documents provided to the school as part of the interview process for checking, should be destroyed.

26.0 Recruitment Appeals

26.1 Any written complaint about the recruitment decision or procedures should be referred to the head teacher or chair of governors as appropriate. Advice should then be sought from the Trust HR team.

27.0 Onboarding

27.1 All new staff (and volunteers) should have access to a carefully planned onboarding programme when they take up their new appointment. Line managers should ensure the that the relevant safeguarding training is completed for all new starters and the Code of Conduct for School Staff is shared.

28.0 Employment of Agency and Supply staff

28.1 The Headteacher will ensure that, where they hire agency staff or their own supply staff on an ad-hoc basis, that all of the required safer working checks are completed (as confirmed by the agency) and recorded on the Single Central Record.

29.0 Volunteers

29.1 All schools will from time to time encourage members of the school community to volunteer to undertake activities within the school. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Once the activity has been determined by the school of whether the volunteer is in regulated or unregulated activity or supervised or unsupervised there are different approaches to the checks that are required;

It is for individual schools to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State in Keeping Children Safe in Education. This guidance requires that, for a person to be considered supervised, the supervision must be:

• by a person who is in regulated activity;

• regular and day to day; and

• "reasonable in all the circumstances to ensure the protection of children."

The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

29.2 Unsupervised Volunteers

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools will be in regulated activity and will **require a DBS with barred list check**

- New, unsupervised volunteers new to working in regulated activity – School must obtain enhanced DBS check with a barred list check
- Existing unsupervised volunteers working in regulated activity – School does not have to re check if the volunteer has already had DBS check (which includes barred list information). However, schools may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns

29.3 Supervised Volunteers

On the whole a supervised volunteer will not require an enhanced DBS check, however, there are certain circumstances where schools may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on GOV.UK

- Existing supervised volunteers – no requirement to request enhanced DBS check, but you can request one 'as you think necessary.' Cannot obtain barred list check as above.

29.4 Risk Assessments and DBS checks

The school should undertake a written risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;

- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check; and

29.5 Following the successful completion of the safer recruitment checks and or risk assessment the school should make arrangements for the volunteers to undertake an onboarding programme.

30.0 Trust School Governors

30.1 Governors in Trust schools are required to have an enhanced DBS certificate. It is the responsibility of the school to apply for the certificate. Governance is not a regulated activity and so Governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

30.2 Governors in Trust schools do require a section 128 Direction check which is a check to ensure an individual is not barred from being involved in the management and governance of a school. This will be carried out by the school.