



**Safer Recruitment and Selection Policy
with Safer Recruitment / Induction Checklist attached**

Review date: September 2026

Introduction

It is important that recruitment and selection procedures comply with employment legislation and the related statutory Codes of Practice in addition to ensuring that the best people are employed.

STATEMENT OF INTENT

The Emmanuel School Trust (TEST) adopts a consistent and thorough process of safe recruitment in order to ensure that those recruited are suitable. This includes ensuring that safe recruitment and selection procedures are adopted which deter, reject or identify people who might abuse children or are otherwise unsuitable to work with them.

Our organisation's Safer Recruitment practice includes those persons who may not have direct contact with children, but because of their presence will need to be safe and trustworthy. We therefore monitor safe recruitment practice of any external organisation or individual providing services for or on behalf of our organisation who may come in to contact with service users.

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

The above emboldened statement should be included in:

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions

- Competency frameworks
- Induction training

ROLES AND RESPONSIBILITIES

Governing Body

The governing body has the responsibility of:

- Ensuring Safer Recruitment policies and procedures are in place
- Nominating a senior manager to implement the policy (or ensuring Human Resources processes are compliant)

The lead Governor / Trustee for Safeguarding will be responsible for Safer Recruitment practice since this falls under the remit of Safeguarding.

Management

- Implementing this policy (alongside their Human Resources advisor/s)
- Reporting to the board (where appropriate)
- Ensuring reviews of arrangements take place
- Training provision
- Referring on any concerns about individual who are unsuitable but are attempting to enter the workforce
- Completing DBS Referrals (a task assigned usually to the DSL but in practice in most schools one that sits with HR)

The headteacher is responsible for Safer Recruitment practice since it usually falls under the remit of Safeguarding.

TRAINING

Individuals should not be undertaking a recruitment role without the relevant training.

There should be at least one member of the recruitment panel who has completed Safer Recruitment training.

The Recruitment Process involves the following:

1. CONFIRM THAT THE VACANCY NEEDS FILLING

Whenever a post falls vacant it should be examined critically to ensure that it

needs to be filled. The following questions need to be considered:

- Does the work done by the previous post-holder need to continue to be done?
- Does it need to be done in the same way or would an alteration be beneficial to the setting?

A vacancy can also occur when a new post is created against a pre-defined requirement for a task to be undertaken e.g. extension of provision.

2. ADVERTISING AND INFORMATION FOR APPLICANTS

It is important to set aside sufficient time for the work needed in the recruitment process, to ensure that necessary safeguards are not overlooked. It is important that there is enough time allocated to the process to allow references to be obtained on all shortlisted candidates prior to interview.

All recruitment advertising material should contain a policy statement to the effect that Safer Recruitment practice is followed.

All information given to an interested applicant should highlight the importance placed by the organisation on rigorous selection processes and should stress that the identity of the candidate, if successful, will need to be checked thoroughly, and that where a Disclosure and Barring Service (DBS) check is appropriate the person will be required to complete an application for a DBS disclosure straight away.

The job description should clearly set out the extent of the relationship with, and the degree of responsibility for, children with whom the person will have contact.

The person specification should explain:

- The qualifications and experience needed for the role
- The competences and qualities that the applicant should be able to demonstrate
- How these will be tested and assessed during the selection process

The application form should ask for:

- Full personal information, including any former names by which the person has been known in the past; and
- A full history of employment, both paid and voluntary, since leaving school, including any periods of further education or training
- Details of any relevant academic and / or vocational qualifications

When a vacancy is advertised, the advertisement should include the statement:

Emmanuel Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Reference should also be made to the need for the successful applicant to undertake an Enhanced Disclosure with Children's Barred List via DBS, where appropriate, as well as the usual details of the post and salary, qualifications required and start date.

3. PREPARE OR AMEND JOB DESCRIPTIONS

Having been satisfied that the work needs to continue in some form, it is important to review the job description to ensure that it reflects the current situation of the post. An accurate job description is vital to the whole recruitment and selection process.

The job description should clearly state:

- the main duties and responsibilities of the post; and
- the individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with.

The JD should include the following:

Emmanuel Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

4. GRADE/SALARY FOR POST

Based largely on the job description the school will need to set a salary/grade for the vacancy. It is to reflect both on internal (equity, fairness) and external factors (labour market statistics, local salary levels for similar posts in similar settings) that might influence the grade/salary level agreed.

5. PERSON SPECIFICATION

It is important to the objectivity and effectiveness of the recruitment and selection process, that clear criteria on which to make a decision on the most suitable candidate are determined before any applications are received and preferably before the job advertisement is drafted.

This should result in a better, more specific job advertisement. Criteria can be identified from an analysis of the job description and consideration of the school's culture and objectives.

A Person Specification can be divided into areas such as skills, knowledge, experience and attitude. The school should identify essential and desirable criteria in each area against which the candidates can be judged.

The Person Specification should:

- include the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- describe the competences and qualities that the successful candidate should be able to demonstrate;
- explain how these requirements will be tested and assessed during the selection process. For example: “In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:
 - motivation to work with children and young people;
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline”; and
- explain that if the applicant is shortlisted any relevant issues arising from his or her references will be taken up at interview.

The Person Specification should include the statement

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

6. APPLICATION FORM

The school should use the most up to date application form available. The appropriate form for the nature of the job should be used (there is a Teaching Post Application Form to be used for teaching posts, for example.)

The application form should comply with the guidance set out in the latest edition of *Keeping Children Safe in Education*.

7. CANDIDATE INFORMATION PACK

The pack should include a copy of:

- the application form, and explanatory notes about completing the form;
- the job description and person specification;
- any relevant information about the school and the recruitment process, and statements of relevant policies such as the school's policy about equal opportunities, the recruitment of ex-offenders, etc;
- the school's child protection policy statement; and
- a statement of the terms and conditions

8. SCRUTINISING AND SHORT_LISTING

All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted. Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short-list the applicant. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, also need to be explored and verified. All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

All applicants should be assessed equally against the criteria contained in the person specification without exception or variation. The shortlisting process should be undertaken by 2 individuals.

All candidates should bring with them to interview documentary evidence of their identity, either a full birth certificate, passport or photocard driving licence and additionally a document such as a utility bill that verifies the candidates name and address. Where appropriate, change of name documentation must also be brought to the interview.

Candidates should also be asked to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information you should ask for will include:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information

Candidates should sign a declaration confirming the information they have provided is true

Candidates should also be asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications. If the successful candidate cannot produce original documents or certified copies written confirmation of his / her relevant qualifications must be obtained from the awarding body.

Schools complete an online search at this point to check whether there is any adverse information about a candidate which they may wish to consider asking the candidate about during interview.

9. REFERENCES

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. The school should not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern". Professional and character references should be sought but one of these should be from the applicant's current or most recent employer.

References should be sought on all short-listed candidates, including internal ones, and should be obtained in writing before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his or her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

In any case where a reference has not been obtained on the preferred candidate before interview, the school should ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

All requests for references should seek objective verifiable information and not subjective opinion. The use of reference proforma's can help achieve that. The school has various proforma's that should always be used. (See Appendices 1 and 2.)

A copy of the job description and person specification for the post for which the person is applying should be included with all requests.

On receipt references should be checked to ensure that all specific questions have

been answered satisfactorily especially if the referee is an employment agency. If all questions have not been answered or the reference is vague or unspecific, the referee should be contacted and asked to provide written answers or amplification as appropriate. The information given should also be compared with the application form to ensure that the information provided about the candidate and his or her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant and in cases of serious inconsistencies could constitute grounds for not short listing the candidate.

The application form should request both professional and character references, one of which should be from the applicant's current or most recent employer. Additional references may be asked for where appropriate. For example, where the applicant is not currently working with children, but has done so in the past, a reference from that employer should be asked for in addition to that from the current or most recent employer if this is different.

The referee should be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against him / her or concerns raised which relate to either the safety or welfare of children and young people or about the applicant's behaviour towards children or young people. Details about the outcome of any concerns or allegations should be sought

If the applicant claims to have specific qualifications or experience relevant to working with children which may not be verified by a reference, the facts should be verified by making contact with the relevant body or previous employer and any discrepancy explored during the interview.

10. INVOLVING PUPILS

Candidates for teaching posts should be observed teaching a lesson. The interaction with the pupils should be carefully noted.

On some occasions, candidates will be asked to meet with pupils and will be observed. This may be informally if they are shown around the school, or more formally, for example meeting with the school council.

11. INTERVIEWS

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

In addition to the arrangements for interviews – time and place, directions to the venue, membership of the interview panel – the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. A copy of the person specification should be enclosed.

The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that where a DBS Disclosure is appropriate the person will be required to complete an application for a DBS Disclosure. Consequently, all candidates should be instructed to bring with them documentary evidence of their identity, i.e. either a current driving license or passport including a photograph or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation. Some form of photographic identity should be seen except where for exceptional reasons none is available. Selection panels are reminded that it is an offence under UK immigration law to employ a candidate without a verifiable right to employment in the UK. If candidates have visa restrictions or where a visa is for a limited duration HR advice should be sought at the earliest opportunity.

Candidates should also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. (N.B. If the successful candidate cannot produce original documents or certified copies, written confirmation of his or her relevant qualifications must be obtained from the awarding body otherwise candidate must be rejected.)

The candidate's attitude toward children and young people in general should be tested and also their commitment to safeguarding and promoting the welfare of children in

particular. At least one member of the interview panel should be trained in how best this can be done.

Any gaps and changes in employment history should be fully explored during the interview, as should any discrepancies arising from information supplied by the candidate or by the referee, including where they have changed employment or location frequently.

We will record all information considered and decisions made.

A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

If any tests or activities are included, they should be relevant to the duties of the post (for example teaching a lesson for teaching staff or typing tests for secretarial staff) and the candidates must have been told in advance that such a test/ activity would be included. It is important to ensure that any tests introduced do not have a cultural or gender bias.

12. INTERVIEW PANEL

There should be a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. At least one of the interviewers (preferably the lead person) must have successfully completed safer recruitment training.

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate, based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up.

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his or her ability to support the school's agenda for safeguarding and promoting the welfare of children;
- the candidate's willingness to support the ethos and values of the school and The Emmanuel School Trust
- gaps in the candidate's employment history; and
- concerns or discrepancies arising from the information provided by the candidate and/or a referee.

The panel should also ask the candidate if they wish to declare anything in light of the requirement for a DBS Disclosure.

13. SELECTION

Each panel member should make their own evaluation before there is any discussion on the candidates. Panel members should be encouraged to explain their reasoning with reference to evidence gained throughout the selection process. If evidence is not available to back-up the opinion of a panel member then the opinion should be discounted.

Only information gained from the formal selection process can be used for making recruitment decisions. It is unfair to use previous knowledge of applicants in making selection decisions, unless there are legally justifiable reasons to do so.

14. CONDITIONAL OFFER OF APPOINTMENT

An offer of appointment must be conditional upon pre-employment checks being satisfactorily completed.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

An offer of appointment should be conditional upon:

- the receipt of at least two satisfactory references;
- verification of the candidate's identity, such as birth certificate, driving licence, or passport combined with evidence of address, such as a utility bill. Some form of photographic identity should be seen.
- a satisfactory enhanced disclosure DBS with barred list check and, where appropriate, additional checks on those who have lived overseas;
- verification of the candidate's medical fitness;
- verification of qualifications where these are a requirement of the post;
- verification of professional status where required, eg QTS status;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999);
- Verification of the right to work in the UK (verification of identity is an essential part of this).

Original documents should be seen and signed/dated (by the person viewing the original) photocopies kept on file.

Where checks carried out highlight concerns, these must be raised with the police, the Local Authority and other relevant bodies (e.g. The DfE for teachers) at the earliest opportunity. If in doubt selection process must be delayed until any investigations are satisfactorily completed.

Newly appointed staff who have lived outside the United Kingdom must undergo the same checks as for all other staff. This includes a DBS Disclosure and List 99 check. In addition, the school must make such further checks as are considered appropriate due to the person having lived outside the United Kingdom.

If, in the opinion of the school, the DBS Disclosure is unlikely to provide sufficient information, based on how long the individual has been in the UK, then other checks, including obtaining certificates of good conduct from relevant embassies or police forces as appropriate, must be completed prior to the individual starting. It is a pre-requisite that satisfactory checks are received prior to confirming such appointments.

15. INDUCTION

There should be an induction programme for all staff and volunteers newly appointed in the school, including teaching staff, regardless of previous experience. (See Induction Policy.) Induction should always include child protection training appropriate to the role. In addition, information and relevant policies should be shared in relation to:

- child protection;
- anti-bullying;
- equal opportunities;
- safe handling;
- internet safety and
- health and safety

16. RECRUITMENT OF VOLUNTEERS

Volunteers are also seen by children as safe and trustworthy adults, and if the school is actively seeking to engage volunteers, it should adopt the same recruitment measures as it would for paid staff.

In other circumstances, e.g. where a volunteer's role will be one off, such as accompanying teachers and pupils on a day outing or helping at a concert or school fête, measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. (See separate Volunteer Policy). The level of supervision must be appropriate to the duties to be undertaken. Under no circumstances must a child/children be transported in a private vehicle off the school premises without direct supervision of a member of staff while under the care of the school e.g.: on school trips (see relevant policy and procedures for safeguarding and educational visits).

SAFER RECRUITMENT

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of

these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
 - We believe the individual has engaged in relevant conduct; or
 - We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain a DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors/Trustees and members

All governors, trustees and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

- The chair of the board will have their DBS check countersigned by the secretary of state.
- All proprietors, trustees, local governors and members will also have the following checks:
- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

INDUCTION AND SUPERVISION OF NEWLY APPOINTED STAFF

The induction of all newly appointed staff should include an introduction to the organisation's child protection policies and procedures (alongside any additional relevant policies where these are separate e.g. Managing Allegations and Low-Level Concerns). This should include being made aware of the identity and specific responsibilities of those staff with designated safeguarding responsibilities.

New staff members should be provided with information about safe practice and given a full explanation of their role and responsibilities and the standard of conduct and behaviour expected.

They should also be made aware of the organisation's personnel procedures relating to disciplinary issues and the relevant whistle blowing policy.

The programme of induction should also include attendance at child protection training at a level appropriate to the member of staff's work with children.

Senior managers should ensure that their staff are adequately and appropriately supervised and that they have ready access to advice, expertise and management support in all matters relating to safeguarding and child protection

Appendix 1

Teaching Post Reference request and Pro Forma to be sent to a candidate's current or previous employer.

Date

Dear,

Candidate Name -

The candidate named above has applied to Emmanuel Community School for a **teaching post**. He/she has given your name as a referee.

I enclose a job description and person specification for your information.

I would be most grateful if you could provide a reference for this candidate. I am enclosing a **Reference Evaluation Form** with space for your comments.

Please note that under the current safer recruitment guidance, relevant factual content of this reference may be discussed with the applicant.

Your comments are of great value to us and we appreciate the time you devote to responding to this request.

Please return the Reference Evaluation Form in the enclosed pre-paid envelope.

If you have any queries or wish to discuss further details, please do not hesitate to telephone our school office.

Thank you once again for your time and assistance.

Yours sincerely,

Headteacher

EMMANUEL COMMUNITY SCHOOL REFERENCE

FOR TEACHING APPOINTMENT

Evaluation of Candidate: Candidate Name

Section 1

How long have you known the candidate?

In what capacity do you know the candidate? (e.g. Line Manager, Tutor, etc.)

What is the candidate's current post?

What is the candidate's current salary?

Please tick the box for each area below that in your experience and opinion accurately and objectively describes the qualities and performance of the candidate named above.

Section 2

1 = Exceptional	2 = Very Good	3 = Good	4 = Average	5 = Below Average	6 = Not Observed/ Unable to comment
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Area of Evaluation	1	2	3	4	5	6	Further comments if necessary
Classroom Management							
Class Control							
Lesson Preparation							
Forward Planning							
Use of Resources							
Relationships with: Pupils							
Parents							

Colleagues							
Extra Curricular Involvement							
Communication Skills							
Reflective Thinking							
Team Work							
Commitment							

Subject Knowledge							
Multicultural Awareness							
IT Skills							
Creativity							
Leadership							
Punctuality							
Attendance							
Reliability							
Overall Performance							

Section 3

We would value any comments you can make that you feel are important but are not adequately covered by the above eg: you may wish to comment on a candidate's past achievements, overall performance and your assessment of the suitability of the candidate for this role.

Disciplinary Record

Please detail any current or past disciplinary sanctions issued and any disciplinary procedures involving issues related to the safety and welfare of children and young people.

Pupil Welfare Health & Safety

Do you have any concerns relating to the applicant's behaviour to, and relationships with, children and young people? Please detail any outcomes, investigations or conclusions.

I would recommend this applicant:
(please circle)

With Confidence

Not at this stage

I confirm the information given in this reference is true and accurate, to the best of my knowledge.

Signature of Referee

Please Print Name

University/School/Organisation name

Address

Telephone

Status

Date

Appendix 2

Non-Teaching Staff Reference request and Pro Forma to be sent to a candidate's current or previous employer.

Date

Dear,

Candidate Name -

The candidate named above has applied to Emmanuel Community School for a **teaching post/ other post** which will involve working with children. He/she has given your name as a referee.

I enclose a job description and person specification for your information.

I would be most grateful if you could provide a reference for this candidate. I am enclosing a **Reference Evaluation Form** with space for your comments.

Please note that under the current safer recruitment guidance, relevant factual content of this reference may be discussed with the applicant.

Your comments are of great value to us and we appreciate the time you devote to responding to this request.

Please return the Reference Evaluation Form in the enclosed pre-paid envelope.

If you have any queries or wish to discuss further details, please do not hesitate to telephone our school office.

Thank you once again for your time and assistance.

Yours sincerely,

Headteacher

EMMANUEL COMMUNITY SCHOOL REFERENCE

FOR NON-TEACHING APPOINTMENT

Evaluation of Candidate: Candidate Name

Section 1

How long have you known the candidate?

In what capacity do you know the candidate? (e.g. Line Manager, Tutor, etc.)

Current role

Current Salary (if known)

Section 2

1 = Exceptional	2 = Very Good	3 = Good	4 = Average	5 = Below Average	6 = Not Observed/ Unable to comment
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Area of Evaluation	1	2	3	4	5	6	Further comments if necessary
Relationships with: Pupils							
Parents							
Colleagues							
Extra-Curricular Involvement							
Communication Skills							
Reflective Thinking							
Team Work							
Commitment							
Multicultural Awareness							
IT Skills							
Creativity							
Leadership							
Punctuality							
Attendance							

Reliability							
Overall Performance							

Suitability for the Post

Please comment on the candidate’s suitability to undertake the post applied for and the extent to which the candidate meets the person specification.

Suitability to work with Children

Are you completely satisfied that the candidate is suitable to work with children? If not, please indicate why you believe the person might be unsuitable.

I would recommend this applicant:
(please circle)

With Confidence

Not at this stage

I confirm the information given in this reference is true and accurate, to the best of my knowledge.

Signature of Referee
Please Print Name
Status

Address
Telephone
Date

Checklist for New Starters

ITEM	FILE
Application Form	
References x 2	
DBS and barred from teaching checks	
Right to work	
JD and PS	
Contract	
Health Check	
Qualifications	
Induction	
Photo Permission	
Induction	
Childcare Disqualification	
Code of Conduct	