



The Valley School

Review Date

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Recruitment & Induction Policy

David Pearce

Headteacher

Signature



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Signature

KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

We put the needs of the students at the centre of all recruitment decisions. The staffing structure of the school is determined by student numbers and needs and is frequently updated as those factors change. Each post is filled by a single person, who is then part of a flexible team for delivery, as the variety of needs presented by our students are better met with consistent staffing across the week. We ensure that all staff are properly inducted to understand the processes of the school and to understand the key values and principles which underpin all decisions within The Valley School. We ensure that safeguarding is central to recruitment and induction, so that we are able to attract the best possible applicants for posts, whilst deterring those who are unsuitable or pose risks. We have robust and transparent processes to identify and reject those who are unsuitable to work with children and young people.

KEY STATUTORY REGULATIONS AND SIGNIFICANT LINKS

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

KEY RESPONSIBILITIES

- The Headteacher, at least 2 other members of SLT and at least 3 Governors are trained in Safer Recruitment.
- Safety in recruitment, clarity over roles and high expectations underpin all recruitment.
- Senior Leadership work together to ensure effective and supportive induction.

KEY PRACTICES

1. Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- Attract the best possible applicants to vacancies;
- Deter prospective applicants who are unsuitable for work with children or young people;
- Identify and reject applicants who are unsuitable for work with children and young people.

2. Identification of Recruiters

- Subject to the availability of training, The Headteacher, at least 2 other members of SLT and at least 3 Governors are trained in Safer Recruitment.

3. Inviting Applicants

3.1 Advertisements for posts, whether in newspapers, journals or on-line, will include the statement:

“The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory Disclosure and Barring Service (DBS) check.”

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

- Job description and person specification;
- The school’s child protection policy;
- The school’s recruitment policy (this document);
- The selection procedure for the post;
- An application form.

3.3 All prospective applicants must complete, in full, an application form.

4. Short listing and References

4.1 Short-listing of candidates will be against the person specification for the post.

4.2 Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

4.3 References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

4.4 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.

4.5 Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges. Where possible, references should cover a period of at least five years.

4.6 Referees will always be asked specific questions about:

- The candidate’s suitability for working with children and young people.
- Any disciplinary warnings, including time-expired warnings that relate to the safeguarding of children.
- The candidate’s suitability for this post.

4.7 School employees are entitled to see and receive, if requested, copies of their employment references.

5. Secretary of State Prohibition Orders (teaching roles)

- 5.1** 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. It is anticipated that this will be performed at the shortlisting stage, but will be made before any offer of employment is made.
- 5.2** 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 from teaching will not be appointed to work as a teacher in The Valley School.
- 5.3** Prohibition Orders are made by the Secretary of State following consideration by a professional conduct panel convened by the National College for Teaching and Leadership (NCTL). 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.

6. The Selection Process

- 6.1** 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.
- 6.2** Interviews will always involve a variety of tasks and experiences.
- 6.3** Students will always have involvement and influence in recruitment processes.
- 6.4** 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).
- 6.5** Candidates will always be required:
- To explain satisfactorily any gaps in employment;
 - To explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
 - To declare any information that is likely to appear on a DBS check;
 - To demonstrate their capacity to safeguard and protect the welfare of children and young people.

7. Employment Checks

7.1 All successful applicants are required:

- To provide proof of identity
- To complete a DBS application using HertsGuard and receive satisfactory clearance
- To have a satisfactory certificate of good conduct relating to time spent living outside of the UK, where applicable
- To pass a prohibition from teaching check
- To provide actual certificates of professional qualifications, as deemed appropriate by the school

- To complete a confidential health questionnaire and be deemed mentally and physically fit to perform the role
- To provide proof of their right to work in the United Kingdom
- To complete a childcare disqualification declaration

7.2 Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional status.

All applicants invited to attend an interview at the school will be required to bring their identification documentation such as passport, birth certificate, driving licence etc. with them as proof of identity/eligibility to work in UK in accordance with those set out in the Immigration, Asylum and Nationality Act 2006 and DBS Code of Practice Regulations.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification required for the position and claimed in their application form.

7.3 Online Search Record

We carry out an online search as part of our due diligence on the shortlisted candidates. This helps identify any incidents or issues that may have happened that are publicly available online, which we may want to explore further at interview.

7.4 Fitness to undertake the role

A confidential pre-employment health questionnaire must be completed to verify the candidate's 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.

7.5 Individuals who have lived or worked outside the UK

When appointing a UK citizen who has lived overseas or a non UK citizen, a Certificate of Good Conduct must be obtained (where possible) from the embassy of the country the applicant has specified they have spent a significant period of time in. This must happen where the applicant has lived or worked (including studying) in a foreign country for a period of six months within the last five years.

There are a number of exemptions to this:

- If the applicant is currently employed by the school and has already provided the certificate, which can be used for future appointments providing that there is no break in service.
- Applicants that have spent time overseas as part of Her Majesty Service i.e. Army, Navy, Air force.
- Applicants that are seeking asylum will be unable to provide such documentation, as contacting the embassy may jeopardise their safety.

If an applicant is unable to provide a Certificate of Good Conduct, evidence must be presented to show that an attempt to obtain a copy has been made.

Any costs incurred for obtaining a Certificate of Good Conduct must be met by the individual and will not be reimbursed.

If an applicant is unable to obtain a Certificate of Good Conduct then a Risk Assessment Form must be completed and signed off. All other pre-employment checks must be completed.

7.6 Childcare Disqualification Declaration

Currently, this does not apply to The Valley School, but is included to reflect current practice in other provisions and for information.

Where relevant, all applicants must complete a self-declaration form provided by the school in relation to the Childcare Disqualification Regulations 2009. This is to cover circumstances where the individual has a conviction that may result in them being barred from working with children or someone living at the same residential address is barred from working with children. Where a positive declaration is made a waiver must be applied for from Ofsted, and be satisfactorily granted, before the applicant may commence work.

This applies to:

- 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
- 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.

8. Offer of appointment

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, prohibition checks, childcare disqualification checks and waivers, copies of qualification and proof of identity.

9. Single Central Record

The school must keep a single central record, referred to in the regulations as the register. The single central record must cover all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. Confirmation that these checks

have been carried out along with the date the check was undertaken/obtained must be logged on this record for all employees of the school.

10. Induction

- 10.1** 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.
- 10.2** 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.
- 10.3** Regular meetings will be held during the first three months of employment between the new employee and the line manager and/or SLT.

11. Exit procedures

- 11.1** All staff will be invited to take part in a productive and developmental exit interview when they move on. This will be with their line manager and the framework for this discussion will be issued beforehand in the form of an online questionnaire.

Induction Roles

The Mentor

This is a colleague who is performing a similar role to the new member of staff, who can help him or her to understand the role and to be happy and settled in the school. They are not in a position where they would have any oversight of their work and will not be feeding back to line managers about their performance.

Line-Manager

The Line-Manager will be working directly with the new colleague. As a line-manager, the role is to ensure that the colleague is fully prepared and supported on a practical basis and to provide support through regular meeting, monitoring and providing guidance. Their role is to help them understand their role and perform it well. For some staff, members of SLT will also be the line manager.

SLT

Where the member of SLT is not the direct line manager, they will oversee the process of induction of new colleagues. The SLT member responsible will usually be the mentor's line manager.

Induction Processes

On appointment		
Formal offer letter		PA
School email address set up and included in staff group email list		ICT Manager
Mentor identified		HT
Line-Manager identified		HT
SLT link identified		HT
Welcome letter on behalf of the Headteacher, giving details of email address, names of line mentor and buddy		PA

Email sent to include details of how to access school emails, school calendar, own calendar, remote access	ICT Manager
Email staff and Governors with details of new appointment, start date, role	PA
Preparation of necessary keys, fob, mobile technology, ID badge. Send induction handbook Send register of business interest	PA
Between appointment and employment start date	Tick and date when complete
Line Manager will <ul style="list-style-type: none"> • Send an email welcoming them to the school, including their timetable and giving details of how to access information about their classes. • Ensure they know about ILPs • Provide details of timetable, responsibilities, schemes of work, key staff • Arrange visits, links, meetings • Ensure that the appointee is fully supported and well prepared for the role and ready to start their new post 	
Mentor will <ul style="list-style-type: none"> • Establish effective link • Help the appointee to understand the full nature of the role • “house-keeping” • Ensure that the appointee feels supported and has a “friendly face” to turn to 	
ICT manager will <ul style="list-style-type: none"> • set up Log-in and remote access • set up SIMS access • ensure that colleague knows how to access both • explain printing routines • explain use of “Every” 	
On first day	
DSP will <ul style="list-style-type: none"> • Ensure the new colleague is aware of the school’s safeguarding policies and procedures. Make sure they know who the DSPs are. 	

<ul style="list-style-type: none"> • Give them a copy of ‘Keeping Children Safe in Education’ and explain the need to read it and sign to say they have read it. • Ensure they know about RAMPS in the school and the need to read and sign them promptly. 	
<p>Line Manager will</p> <ul style="list-style-type: none"> • Brief the new colleague on Emergency evacuation • Check that the new colleague is familiar with and understands their role as outlined in the job description. <p>During the first week</p> <ul style="list-style-type: none"> • Identify with them key priorities for the first two weeks of their time in the school. • Ensure that they understand the information they have been given about school’s routines and that they understand their timetables. • Make sure they know where to obtain schemes of work and resources to deliver their lessons (if a teacher) or have met the teacher of the class they will support to plan their first lessons. 	
<p>Mentor will</p> <ul style="list-style-type: none"> • Greet new colleague and show them the basics – e.g lockers, where the toilets are, answer any basic questions about routines etc. • Help colleague find their way around school • Answer any general queries about working at the school, e.g. routines, assembly timing and duty rotas etc. 	
<p>ICT Manager will</p> <ul style="list-style-type: none"> • Check that new colleague is able to access and use diary and email • Meet with the new colleague and ensure that they know how to log into SIMS and use the reporting and registration features as well as finding key information. • Show them what exists on the shared drives and how to access it. • Check they have read, understood and signed the ICT acceptable use agreement. 	

<p>SLT member will</p> <ul style="list-style-type: none"> • Introduce themselves to the new colleague and welcome new colleague to the school. 	
<p>During the first fortnight</p>	
<p>Line-Manager will</p> <ul style="list-style-type: none"> • Visit where the new colleague is working and check their work is progressing well and they have all they need to work smoothly. • Arrange a fortnightly line-management meeting which will be recorded on the school's line management recording forms. • Agree priorities and targets for each two weeks. • Arrange training and support to address any identified needs. • Identify examples of good practice to support understanding of the role • Ensure that new colleague is aware of the school's medical policy and procedures. 	
<p>Mentor will</p> <ul style="list-style-type: none"> • Keep contact with the new colleague, making sure that they are given any information about daily routines in the school. • Be a 'go to' person for any questions – however trivial seeming. • Offer support of a practical nature 	
<p>ICT manager will</p> <ul style="list-style-type: none"> • Provide any help, support and advice as is needed. 	
<p>SLT Member will</p> <ul style="list-style-type: none"> • Check that the new colleague has received all necessary support to help them work effectively in their role. • enable opportunities to shadow colleagues if needed, 	
<p>In subsequent weeks</p>	
<p>Line Manager will</p> <ul style="list-style-type: none"> • Identify with the new colleague any training or personal development needs that may arise. • Keep the new colleague aware of any approaching deadlines or issues, e.g for reports or reporting of grades etc. 	

<ul style="list-style-type: none"> • Provide or arrange any necessary briefing or training to enable them to carry out the task successfully. 	
<p>Mentor will</p> <ul style="list-style-type: none"> • Maintain contact regularly with new colleague. • Remain a source of informal information and support as needed. 	
<p>ICT manager will</p> <ul style="list-style-type: none"> • Provide advice, support and guidance as needed. 	
<p>SLT member will</p> <ul style="list-style-type: none"> • Monitor the process of induction and oversee it, intervening where necessary to ensure that new colleagues are successfully inducted into their roles. • Ensure that training is provided on a planned basis to support induction as part of the regular routines of the school. Sessions to include: <ul style="list-style-type: none"> - Assessment and recording - Report writing - Use of SIMS to record behaviour and other issues - Support plans – purpose and use - Teaching and learning policy - Learning Plans - Hertfordshire STEPS - Annual reviews and EHCPs 	
<p>After 3 months</p>	
<ul style="list-style-type: none"> • Well-being review(s) • New colleague feedback about induction sought – any suggestions for how it could be improved for them • Introduction to Governors • CP training • Opportunities to visit other settings • Review meeting 	SLT SLT HT HT LM / SLT LM / SLT

Handbook

All new staff will be told how to access the staff handbook to help them to settle in and to understand The Valley School. All policies are on the website and in the staff shared area of the network, but they should be introduced gradually, as part of the above process.