



ASPIRE: Lifeskills Learning Centre

RECRUITMENT POLICY

INTRODUCTION

ASPIRE: Lifeskills Learning Centre is committed to safeguarding and promoting the welfare of children and young people; and expects all staff and volunteers to share this commitment. ASPIRE: Lifeskills Learning Centre recognises the vulnerability of the children and young people in its care and is committed to operating to the highest standards when recruiting employees. ASPIRE: Lifeskills Learning Centre accepts that it is vital to adopt recruitment and selection procedures that help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. Whilst this policy does cover other areas, the protection of children is at its heart.

ASPIRE: Lifeskills Learning Centre operates a non-discriminatory, fair and objective recruitment and selection process. In line with the Equal Opportunities Policy, internal and external applicants will receive equal treatment and access to opportunities, irrespective of sex, age, sexual orientation, race, ethnic origin, religion or belief, disability, membership or non-membership of a Trade Union.

SCOPE

This policy applies to all internal and external applicants for advertised posts and promotions. Its principles should also be applied when considering permitting volunteers and contractors on site.

ELEMENTS OF SAFER PRACTICE

ASPIRE: Lifeskills Learning Centre recognises that safer practice in recruitment requires the consideration and inclusion of issues to do with child protection, and safeguarding and promoting the welfare of children, at every stage of the process. This process starts

with a 'planning the recruitment' exercise, and, where the post is advertised, ensuring that the advertisement makes clear the ASPIRE: Lifeskills Learning Centre commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants.

ASPIRE: Lifeskills Learning Centre accepts that it is good practice to ensure, at the outset, that all recruitment materials (e.g. the application form, job description, person specification and information/guidance for applicants), which form part of the pack to be sent to prospective applicants, is up-to-date and clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled.

Candidates will receive an information pack which should include a copy of:

- The application form
- The job description, and person specification
- Any relevant information about the ASPIRE: Lifeskills Learning Centre and the recruitment process

When a vacancy is advertised, the advertisement will include a statement about ASPIRE: Lifeskills Learning Centre's commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful applicant to undertake a criminal record check via the DBS, where appropriate; as well as the usual details of the post and salary, qualifications required, etc.

An application form should be used in order to obtain a common set of core data from all applicants. It is not good practice to accept curriculum vitae drawn up by applicants in place of an application form, because these will only contain the information the applicant wishes to present and may omit relevant details.

The Job Description should clearly state:

- The main duties and responsibilities of the post,
- 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.

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,
- The competences and qualities that the successful candidate should be able to demonstrate, and,
- An explanation of how these requirements will be tested and assessed during the selection process.

Shortlisting for job candidates will be carried out on a fair and equitable basis against the job criteria and person specification for the post. All applications should be scrutinised to ensure that:

- They are completed appropriately, and in full.
- The information provided is consistent and does not contain any discrepancies,
- Any gaps in employment are identified.

Incomplete applications should not be accepted and should be returned for completion. Any anomalies or discrepancies, or gaps in employment, identified should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.

ASPIRE: Lifeskills Learning Centre commits to obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and vulnerable adults; and to follow up any concerns raised by referees.

The process will involve at least one face-to-face interview, with a minimum of 2 senior staff members on the interview panel. This interview will explore the candidate's suitability to work with children as well as his/her suitability for the post.

In addition to assessing 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:

- Their motivation to work with children and young people,
- Their understanding of safeguarding procedures
- Their ability to form and maintain appropriate relationships and personal boundaries with children and young people,
- Their emotional resilience in working with challenging behaviours

As part of the process the ASPIRE: Lifeskills Learning Centre commits to:

- Verifying the successful applicant's identity,
- Verifying that the successful applicant has the academic or vocational qualifications claimed,
- Checking his/her previous employment history and experience, making sure to perform deeper checks on incomplete or contradictory information that may be provided,
- Certifying that s/he has the health and physical capacity for the job,
- The mandatory enhanced criminal record checks via the DBS.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State (using the Employer Access Online service)
- Completing a checklist, which provides a record for signing off each stage of the process and can be filed as a permanent record at the end of the process – see Appendix 1,
- Checking whether applicants have the right to work in the UK, if they have lived or worked outside of the UK at any time.
- Checking Original documents whilst applicant is present, copies of which must be kept on record.
- Recording the date the check was made.

ASPIRE: Lifeskills Learning Centre will adhere to its mandatory responsibility to secure enhanced DBS disclosures on all new applicants for work; and for those applicants who have lived or worked abroad, to seek additional information about an applicant's conduct. DBS checks will be renewed every three years.

ASPIRE: Lifeskills Learning Centre will keep a single, central record collating data on all staff, including when checks on staff were made and by whom, identity checks, qualification requirements, list prohibition order and DBS checks. This is in accordance with the updated DfE guidance 'Keeping Children Safe in Education', as of 3rd September 2018 - Part Three Safer Recruitment:

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

No employee can commence work that would involve unsupervised work with children/young people without first having received an enhanced DBS check. The Head teacher will have the discretion to offer work pending receipt of the Disclosure but must ensure;

- That the employee is appropriately supervised
- The request for a DBS Disclosure has been submitted
- Written references have been secured and verbally confirmed

ASPIRE: Lifeskills Learning Centre also employs a contracted therapy staff team. The therapy staff have all undergone the same recruitment procedure as a member of permanent staff. They have an up-to-date DBS check and will be recorded on the staff central register. The therapy staff will be able to travel around the Learning Centre site unattended, and see students on a one to one basis. The therapy staff have all been approved by the Head teacher.

All agency staff are supplied to ASPIRE: Lifeskills Learning Centre via an approved agency. All agency staff meet with the Head teacher or Deputy Head before starting work with ASPIRE: Lifeskills Learning Centre to check suitability for role. All agency staff have been checked by their employing agency and have a DBS with the agency. Before starting with ASPIRE: Lifeskills Learning Centre all agency staff are ID checked and a copy of their DBS is taken. All agency staff receive in-house Child Protection training and are supervised by permanent staff at all times.

GENERAL RECRUITMENT PRINCIPLES

Recruiting the appropriate person to a post is crucial. Where this does not occur, it can quickly lead to the discontent of the employee and may, in turn, lead to the lowering of morale of a team or department; and, of course, increased labour turnover and recruitment costs (should the post have to be re-advertised).

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

Ensuring fairness and objectivity during the recruitment and selection process is essential. Successful candidates will be appointed on merit against the job based on the job description and person specification.

Standardised recruitment processes will be used:

- Standardised questions should be prepared for the vacant post and all candidates asked the same interview questions with additional probing questions as appropriate.
- Standardised interview record sheets should be completed for all candidates during the interview.
- At least two interviewers should interview each candidate (e.g. Head teacher and one other).
- The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee.
- 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/her relevant qualifications must be obtained from the awarding body).
- Unsuccessful external candidates will be informed in writing, with constructive feedback to be given where deemed appropriate and/or requested.
- Unsuccessful internal candidates will be invited to a meeting to receive constructive detailed feedback.

THE APPOINTMENT

All offers of appointment are to be made "subject to references satisfactory to ASPIRE: Lifeskills Learning Centre".

An offer of appointment to the successful candidate should be conditional upon:

- A satisfactory enhanced DBS Disclosure,
- The receipt of at least two satisfactory references
- Verification of the candidate's identity (if that could not be verified straight after the interview),
- If relevant, a prohibition from teaching check
- If relevant, verification of the candidate's medical fitness,
- Verification of qualifications (if not verified after the interview),
- Verification of professional status where required
- Further checks performed if applicant has lived or worked outside the UK
- Right to work in the UK documentation seen, copies taken and recorded if necessary
- Satisfactory completion of the probationary period.

All checks should be:

- Confirmed in writing,

- Documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); and followed up where they are unsatisfactory or there are discrepancies in the information provided.

In all cases where an applicant has worked or been resident overseas in the previous 5 years, ASPIRE: Lifeskills will, where possible, obtain a check of the applicant's criminal record from the relevant authority in that country. Not all countries provide that service, but the DBS provides an Overseas Information Service.

Aspire use 'Essex Coalition of Disabled People' to process DBS application and as such further information regarding DBS can be obtained by contacting them directly. Further information about the Overseas Information Service can be obtained from:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>, or by telephoning the DBS enquiry line on 0300 0200 190. In cases where a criminal record check is not possible, particular care should be taken with the other required checks, especially those of identity and qualifications; and to obtain satisfactory references.

All successful candidates will receive written offers of employment.

In the offer of employment, there will be:

- A letter of offer of employment, with a clear statement of the offer being conditional on all checks returned/checked as satisfactory
- ASPIRE: Lifeskills Learning Centre Vision, Aims, Mission & Values Statement, Safeguarding Policy, Equality Policy, Health & Safety Policy, Code of Conduct Policy and Staff Social Network Guidance
- Two copies of terms/contract of employment to be signed and one returned to ASPIRE: Lifeskills Learning Centre
- Any additional information regarding training and the induction period

INDUCTION

There should be an induction programme for all staff and volunteers newly appointed in an establishment, including teaching staff; regardless of previous experience. The purpose of induction is to:

- Provide training and information about the establishment's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct expected of staff within ASPIRE: Lifeskills Learning Centre
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset, and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer but, as far as safeguarding and promoting the welfare of children is concerned, the induction programme should include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. Child Protection, the role of the DSL, Anti Bullying, Response to Children who go missing from education, Equality, Physical Intervention, Internet Safety and Prevent.
- Safe practice and the standards of conduct and behaviour expected of staff and students in the establishment,
- How and with whom any concerns about those issues should be raised, and other relevant personnel procedures e.g. Disciplinary, Staff Appraisal and Whistle-blowing.

Appendix 2 shows the information gathered/shared on the Staff Induction Checklist

STAFF APPRAISAL

ASPIRE: Lifeskills Learning Centre is committed to supporting every employee to maintain outstanding working practice, to reach their potential; and achieve their personal goals. These in turn will assist ASPIRE: Lifeskills Learning Centre to achieve its objectives.

Core principles of the appraisal procedure:

- The appraisal process aims to improve the effectiveness of the organisation by contributing to achieving a well - motivated and competent workforce.
- Appraisal is an ongoing process with an annual formal meeting to review progress.
- The appraisal discussion is a two-way communication exercise to ensure that both the needs of the individual, and of the organisation are being met, and will be met in the next year.
- The appraisal discussion will review the previous year's achievement, and will set an agreed Personal Development Plan for the coming year for each member of staff.
- All directly employed employees who have completed their probationary period are required to participate in the appraisal process.
- The appraisal process will be used to identify the individual's development needs and support the objectives of the Training and Development Policy.
- The appraisal process will provide the Head teacher with valuable data to assist succession planning.
- The appraisal process will be a fair and equitable process in line with our Equality Policy.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....1st August 2018

REVIEW DATE:....1st August 2019

FOR & ON BEHALF OF

ASPIRE: Lifeskills

APPENDIX 1

RECRUITMENT AND SELECTION CHECKLIST

PRE-INTERVIEW	Initials	Date
PLANNING Timetable decided. Job specification and description, and other documents to be provided to applicants, reviewed and updated as necessary.		
VACANCY ADVERTISED Advertisement includes reference to safeguarding, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked		
APPLICATIONS Scrutinised on receipt – any discrepancies/anomalies/gaps in employment noted to explore if candidate to be considered for shortlisting		
SHORTLIST PREPARED		
INVITATION TO INTERVIEW Includes all relevant information and instructions (ask about any reasonable adjustments, if necessary; and prompt candidates to bring all relevant documentation, which must include evidence of their right to work in the UK)		
INTERVIEW ARRANGEMENTS At least 2 interviewers - panel members have the authority to appoint; and have met and agreed issues and questions/assessment criteria/standards prior to interview.		
INTERVIEW Explores applicants' suitability for work with children as well as for the post. NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents. Copies of documents taken and placed on file. Where appropriate, applicant completed application for DBS disclosure.		
CONDITIONAL OFFER OF APPOINTMENT: PRE-APPOINTMENT CHECKS Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks:		
REFERENCES Sought directly from referees - include job description with reference request in order that referees may cross reference suitability of previous experience for new role.		
IDENTITY & DBS APPLICATION (If that could not be verified and completed straight after the interview)		
PERMISSION TO WORK IN UK IF REQUIRED		
DBS – Where appropriate satisfactory DBS disclosure received		
HEALTH – the candidate is medically fit		
GTC ENGLAND – (for teaching posts) is registered with the GTC or exempt from registration		
QTS - (for teaching posts) the teacher has obtained QTS or is exempt from the requirement to hold QTS.		
STATUTORY INDUCTION (For teachers who obtained QTS after 7 May 1999)		
INDUCTION PROCESS – Support Staff		

Staff Induction Checklist

Name:_____ Start Date:_____

	tick
Emergency Information Sheet	<input type="radio"/>
Personal Details Record Form	<input type="radio"/>
Application Form	<input type="radio"/>
Job Description	<input type="radio"/>
Contract of Employment	<input type="radio"/>
Health Assessment Questionnaire	<input type="radio"/>
Evidence of Address	<input type="radio"/>
Evidence of DOB	<input type="radio"/>
Evidence of NI number	<input type="radio"/>
Photo ID	<input type="radio"/>
Evidence of Qualifications	<input type="radio"/>
Passport	<input type="radio"/>
VISA/Work Permit	<input type="radio"/>
Driving Insurance	<input type="radio"/>
Reference 1	<input type="radio"/>
Reference 2	<input type="radio"/>
DBS	<input type="radio"/>
GDPR Data Privacy Notice	<input type="radio"/>
Policies & Procedures:	
Behaviour Policy	<input type="radio"/>
Guidance for Safer Working Practice	<input type="radio"/>
Keeping Children Safe – Part 1	<input type="radio"/>
Phone Use & Social Networking	<input type="radio"/>
Staff Code of Conduct	<input type="radio"/>