

The Warriner Multi Academy Trust

Safer Recruitment Policy for schools

Aims:

The Trustees of the Warriner Multi Academy Trust are committed to ensuring that all its schools have safer recruitment procedures in place, to ensure that the safeguarding and well being of the children in our care is central to our recruitment practices.

Objectives:

- To comply with requirements of “keeping children safe in education”.
- To ensure all WMAT school understand and follow safer recruitment procedures.

Roles and responsibilities:

- It is the responsibility of the WMAT Trust Board, to ensure this procedure is regularly reviewed.
- It is the responsibility of the head teacher in each school, to ensure all members of staff have read and have access to this procedure and that the procedures are followed.

Appendix 1 – Safer recruitment Policy

Appendix 2 – WMAT Teacher Person Specification

Appendix 3 – WMAT TLR holder Person Specification

Appendix 4 – WMAT reference request

Appendix 5 – WMAT invitation to interview letter

This policy was considered and approved by The Warriner Multi Academy Trust Board in their meeting on the 10th July 2019

Review Due; September 2020

Appendix 1

Safer Recruitment Policy for WMAT schools

1. Introduction

- 1.1 This policy has been developed to embed safer recruitment practices and procedures throughout The Warriner Multi Academy Trust schools and to support the creation of a safer culture by reinforcing the safeguarding and well-being of children and young people in our care. This policy complies with guidance outlined in “Keeping Children Safe in Education.”
- 1.2 This policy reinforces the expected conduct outlined in the Code of Conduct for Staff as well as the school’s Whistle Blowing Policy with which all staff are expected to be familiar with. All successful candidates for paid employment or volunteers will be made aware of these documents.
- 1.3 This policy is an essential element in creating and maintaining a safe and supportive environment for all pupils, staff and others within the school community and aims to ensure both safe and fair recruitment and selection of all staff and volunteers by:
 - attracting the best possible candidates/volunteers to vacancies
 - deterring prospective candidates/volunteers who are unsuitable from applying for vacancies
 - identifying and rejecting those candidates/volunteers who are unsuitable to work with children and young people
- 1.4 The Warriner Multi Academy Trust is committed to using procedures that deal effectively with those adults who fail to comply with the school’s safeguarding and child protection procedures and practices.
- 1.5 As an employer we are under a duty to refer any allegation of abuse against a member of staff to the Designated Officer for the local authority (LADO) within one working day of the allegation being made. A referral will be made if a teacher or member of staff (including volunteers) has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- 1.6 As an employer we are under a duty to refer to the Disclosure and Barring Service

(DBS), any member of staff who, following disciplinary investigation, is dismissed or resigns because of misconduct towards a pupil and we may refer any concerns we have before the completion of this process.

2. Roles and Responsibilities

2.1 The Governing Body of each Trust school will:

- ensure the school has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with Department for Education Guidance and Legal Requirements
- monitor the school's compliance with them
- ensure that appropriate staff and governors have completed safer recruitment training (and repeat this every 5 years)

2.2 The Head Teacher or Head of School will:

- ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and up-dated to reflect any changes to legislation and statutory guidance
- ensure that all appropriate checks have been carried out on staff and volunteers in the school
- monitor any contractors and agencies compliance with this document
- promote the safety and well-being of children and young people at every stage of this process

3. Inviting Applications

3.1 All advertisements for posts of regulated activity, paid or unpaid, will include the following statement;

.....**School and The Warriner Multi Academy Trust** is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosure and Barring Service Enhanced check".

Advertisements for posts should also make clear that staff will be expected to promote fundamental British values.

3.2. All applicants will receive a pack containing the following when applying for a post:

- A statement of the school's commitment to ensuring the safety and well-being of the pupils
- Job description and person specification

- The school's Safeguarding Policy
 - The school's Safer Recruitment Policy
 - The selection procedure for the post
 - The schools whistleblowing policy
 - An application form
 - Copy of the Trust's Code of Conduct
- 3.3 Prospective applicants must complete, in full, and return a signed application form. Incomplete application forms will be returned to the applicant where the deadline for completed forms has not passed.
- 3.4. Candidates submitting an application form completed on line will be asked to sign the form if called for interview.
- 3.5 A curriculum vitae will not be accepted in place of a completed application form.

4. Identification of the Recruitment Panel

- 4.1 At least one member of the Selection and Recruitment Panel will have successfully completed training in safer recruitment within the last 5 years

5. Shortlisting and References

- 5.1 Candidates will be short listed against the person specification for the post.
- 5.2 Two references, one of which must be from the applicant's current/most recent employer where possible, will be taken up before the selection stage so that any discrepancies may be probed during this stage of the procedure (note references should come from the head of the previous organisation, not a colleague).
- 5.3 References will be sought directly from the referee, and where necessary, will be contacted to clarify any anomalies or discrepancies. Detailed written records will be kept of such exchanges. Where possible references will be requested in advance of interview.
- 5.4 Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.

5.5 Referees will be asked specific questions about the following:

- The candidate's suitability to work with children and young people
- Any substantiated allegations
- Any disciplinary warnings, including time-expired warnings, relating to the Safeguarding of children and young people
- The candidate's suitability for the post, including the candidate's ability and willingness to promote fundamental British values.

5.6 Reference requests will include the following:

- Applicants current post and salary
- Sickness record
- Attendance record
- Disciplinary record

5.7 All appointments are subject to satisfactory references, vetting procedures and DBS clearance.

6. Invitation to Interview

6.1 Candidates called to interview will receive:

- A letter confirming the interview and any other selection techniques
- Details of the interview day including details of the panel members
- Further copy of the person specification
- Details of any tasks to be undertaken as part of the interview process
- The opportunity to discuss the process prior to the interview
- Be asked to provide proof of identity

7. The Selection Process

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

7.2 Interviews will always be face-to-face and may include additional interview techniques such as observation or exercises.

7.3 Candidates will be required to:

- Explain any gaps in employment
- Explain satisfactorily any anomalies or discrepancies in the information available to the panel
- Declare any information that is likely to appear on the DBS disclosure
- Demonstrate their ability to safeguard and protect the welfare of children and young people and their ability and willingness to promote fundamental British values

8. Employment Checks

8.1 An offer of appointment will be conditional and all successful candidates will be required to:

- Provide proof of identity
- Complete an enhanced DBS application (including barred list information, for those who will be engaged in regulated activity) and receive satisfactory clearance
- Provide proof of professional status
- Provide actual certificates of qualifications
- Complete a confidential health questionnaire
- Provide proof of eligibility to live and work in the UK
- Overseas police check for any individual who within the last five years has lived or worked outside the United Kingdom, whether they are a British citizen or not
- Prohibition order checks on all new teaching staff
- Prohibition direction check (section 128) made by the Secretary of State on all management positions (including voluntary roles such as Directors of the Trust or Local Governors)
- Disqualification check on all staff employed to work in early years , breakfast or after schools clubs.

8.2 All checks will be:

- Confirmed in writing
- Documented and retained on the personnel file
- Recorded on the school's Single Central Record
- Followed up if they are unsatisfactory or if there are any discrepancies in the information received.

8.3 Employment will commence subject to all checks and procedures being satisfactorily completed.

9. Induction

9.1 All staff and volunteers who are new to the school will receive information on the school's safeguarding policy and procedures and guidance on safe working practices which would include guidance on acceptable conduct/behaviour. These expectations will form part of new staff members' induction training.

9.2 All successful candidates will undergo a period of induction and will:

- Meet regularly with their induction tutor
OR
- Meet regularly with their line manager
- Attend appropriate training including generalist child protection training

10. Supply Staff

10.1 Warriner Multi Academy Trust schools will only use those agencies which operate a Safer Recruitment Policy and supply written confirmation that all relevant checks have been satisfactorily completed. Any information disclosed as part of the DBS check will be treated confidentially. These agencies should be able to demonstrate that their staff have received appropriate safeguarding training.

10.2. The school will carry out identity checks when the individual arrives at school.

11. Peripatetic Staff

11.1 Warriner Multi Academy Trust schools will require that all necessary checks and DBS requirements have been satisfactorily completed for peripatetic staff.

Appendix 2

The Warriner Multi Academy Trust

Teacher: Person specification

The directors and LGBs are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.

Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • First degree • Qualified teacher status. • A continued commitment to own professional development • Teaching experience (including training practice) within the designated age range. • Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children. • Knowledge of current legislation, guidance and developments relating to the specifics of the post. • Successful practice in accordance with the teaching standards 	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • Involvement in and organisation of wider school activities, including extra-curricular activities • Commitment to continuing professional development activities 	<p>Application form Certificates References</p>
<p>Sets high expectations and inspires, motivates and challenges all pupils by:</p> <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for pupils, rooted in mutual respect. • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils. 		<p>Application form Letter of application References Interview Lesson observation</p>
<p>Promotes good progress and outcomes by pupils by:</p> <ul style="list-style-type: none"> • Being accountable for pupils' attainment, progress and outcomes. 		<p>Application form Letter of application References</p>

<ul style="list-style-type: none"> • Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding pupils to reflect on the progress they have made and their emerging needs. • Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching. • Encouraging pupils to take a responsible and conscientious attitude to their own work and study 		Interviews Lesson observation
<p>Demonstrates good subject and curriculum knowledge by:</p> <ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) / age range and curriculum areas, fostering and maintaining pupils' interest and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. • Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism. • If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics. • If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies. 		Application form Letter of application References Interviews Lesson observation
<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and children's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). 		Application form Letter of application References Interviews Lesson observation
<p>Adapt teaching to respond to the strengths and needs of all pupils by:</p> <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. • Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. 		Application form Letter of application References Interviews Lesson observation

<ul style="list-style-type: none"> • Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development. • Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. 		
<p>Make accurate and productive use of assessment by:</p> <ul style="list-style-type: none"> • Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure pupils' progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback. 		<p>Application form Letter of application References Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. • Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary. 		<p>Application form Letter of application References Interviews Lesson observation</p>
<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school. • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicating effectively with parents with regard to pupils' achievements and well-being. 	<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback 	<p>Application form Letter of application References Interviews</p>

Appendix 3

The Warriner Multi Academy Trust

TLR Holder: Person specification

The directors and LGBs are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.

Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • First degree • Qualified teacher status. • A continued commitment to own professional development • Teaching experience (including training practice) within the designated age range. • Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children. • Knowledge of current legislation, guidance and developments relating to the specifics of the post. • Successful practice in accordance with the teaching standards 	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • Involvement in and organisation of wider school activities, including extra-curricular activities • Commitment to continuing professional development activities 	<p>Application form Certificates References</p>
<p>Leading and managing staff:</p> <ul style="list-style-type: none"> • Involvement in the development and implementation of policy and practices • Understanding of the need for systematic school self-evaluation and knowledge of strategies for achieving this • Good people management skills • Ability to delegate and support others to achieve specific targets • Ability to lead staff in a variety of contexts and by example where appropriate • Ability to take difficult decisions and convey outcomes clearly and sensitively. 	<p>Leading and managing staff:</p> <ul style="list-style-type: none"> • Good understanding of management and leadership issues • Understanding of effective performance management and professional development of staff • Successful experience in a leadership or management role, e.g. subject leader. 	<p>Application form Letter of application References Interview</p>

<p>Strategic direction and development:</p> <ul style="list-style-type: none"> • Understanding of the key principles of development planning. • Successful experience of implementing and managing change • Sound understanding of financial planning 	<p>Strategic direction and development:</p> <ul style="list-style-type: none"> • Experience of school improvement 	
<p>Sets high expectations and inspires, motivates and challenges all pupils by:</p> <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for pupils, rooted in mutual respect. • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils. 		<p>Application form Letter of application References Interview Lesson observation</p>
<p>Promotes good progress and outcomes by pupils by:</p> <ul style="list-style-type: none"> • Being accountable for pupils' attainment, progress and outcomes. • Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding pupils to reflect on the progress they have made and their emerging needs. • Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching. • Encouraging pupils to take a responsible and conscientious attitude to their own work and study 		<p>Application form Letter of application References Interviews Lesson observation</p>
<p>Demonstrates good subject and curriculum knowledge by:</p> <ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) / age range and curriculum areas, fostering and maintaining pupils' interest and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. • Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism. • If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics. • If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies. 		<p>Application form Letter of application References Interviews Lesson observation</p>

<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and children’s intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). 		<p>Application form Letter of application References Interviews Lesson observation</p>
<p>Adapt teaching to respond to the strengths and needs of all pupils by:</p> <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. • Having a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. • Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils’ education at different stages of development. • Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. 		<p>Application form Letter of application References Interviews Lesson observation</p>
<p>Make accurate and productive use of assessment by:</p> <ul style="list-style-type: none"> • Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure pupils’ progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback. 		<p>Application form Letter of application References Interviews</p>

<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. • Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. • Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary. 		<p>Application form Letter of application References Interviews Lesson observation</p>
<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school. • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicating effectively with parents with regard to pupils’ achievements and well-being. 	<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. 	<p>Application form Letter of application References Interviews</p>

(Appendix 4)

Warriner Multi Academy Trust

CEO: Dr Annabel Kay



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OX15 4LJ

Tel Number: 01295 720777
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www.thewarrinerschool.co.uk

Reference Questionnaire

Name of Candidate:

Post:

Reference from:

1. Excellent

2. Good (above Average)

3. Moderate

4. Weak

Qualities/Competencies	1	2	3	4	
Organisational ability					
Management skills					
Ability to meet deadlines					
Ability to use own initiative					
Ability to develop good relationships with colleagues					
Capacity for self-evaluation and personal development					
Punctuality					
Sense of humour					
General health					
Do you know of any disciplinary action taken/outstanding in respect of this candidate?				Yes	No
Do you know of any reason why the candidate should not work with children?				Yes	No
What dates did the candidate work for you?				From:	To:
What is the candidate's current (final) salary?					
Would you be happy to re-employ this candidate?				Yes	No
Have you any reason to doubt the honesty or integrity of the applicant?				Yes	No

How would you finally recommend the candidate for this position? (Please delete accordingly)
Not Recommended / Recommended / Highly Recommended/ Without Hesitation

Would you like to make any further comments that would show the candidate's

suitability/unsuitability for the above post?

.....
.....
.....

Please state here in what capacity you know the candidate:

.....
.....

Signature of Referee: Date:

Appendix 5 – invitation to interview

DATE

NAME
ADDRESS

Dear

Re: JOB TITLE

Further to your recent application for the above post, I am very pleased to invite you to attend for interview on DATE AND TIME. I would be grateful if you would report to the School Reception on arrival.

Would you please bring with you originals of all certificates relating to:

- First degree and/or teaching certificate
- Subsequent qualifications

We will require a CRB check. Please bring **all** of the following forms of identification to your interview:

- birth certificate
- marriage certificate (if name change)
- driving licence
- passport
- National Insurance Number
- utilities bill (showing your current address)
- most recent pay slip

If you do have a current CRB from Oxfordshire please bring this with you.

This school is committed to safeguarding, prevent and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. With this in mind all posts will be DBS checked.

I would be grateful if you would confirm your attendance.

Yours sincerely