



**MULTI
ACADEMY
TRUST**

The Queen Katherine School Multi Academy Trust

RECRUITMENT AND SELECTION PROCEDURE

This policy does not form part of any employee's contract of employment and we may amend it from time to time.

Committee	MAT Board
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Document Control Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any)

Version	Amended by	Purpose	Approved by Trustees (date)
1	Tracy Houlden	Review	7 July 2020
2	Tracy Houlden	Addition of recruitment in the event being unable to recruit in person and amendments to the Rehabilitation of Offenders Act 2020	6 July 2021

Recruitment and Selection Procedure

NOTE: Please see **Appendix 3 for Remote Recruitment** containing relevant guidance.

1. INTRODUCTION

In order to ensure that fair and effective arrangements exist for the appointment of staff the following procedure provides the means of ensuring that:

- (a) the most suitable applicant is appointed to each vacant post, having regard to the requirements of the job:
- (b) equal opportunities are provided for all applicants: and
- (c) legal obligations are met, and good employment practice is followed.

This procedure shall apply to the appointment of all teaching and support staff, other than persons employed by direct labour or service organisations, who are specifically employed to work at The Trust.

2. EMPLOYMENT LAW AND EQUAL OPPORTUNITIES

The most significant legislation affecting the recruitment and selection of employees is briefly explained below. There are, however, a range of other statutes which influence and guide recruitment practices, as do ongoing decisions of tribunals and law courts including the European Court of Justice. Further advice and support is available from the Trust HR Manager.

Relevant Legislation

The Equality Act 2010, which repeals but incorporates The Race Relations Act 1976, The Sex Discrimination Act 1975 and the Disability Discrimination Act 1995, aims to harmonise discrimination law as well as strengthen law on equality.

The Equality Act 2010 provides protection from discrimination for 'protected characteristics', namely: gender, race including nationality, colour and national origin, belief, religion, age, sexual orientation, gender reassignment, disability, being pregnant and being on maternity leave

The Rehabilitation of Offenders Act 1974 – see Appendix 4

The Immigration, Asylum and Nationality Act 2006 places a duty on employers to check whether potential employees have a legal right to work in the United Kingdom. If applied insensitively, the requirements of the Act could lead to possible unlawful discrimination on the grounds of race. It is therefore recommended that all new appointments are treated in the same way for the purposes of the Act.

3. SAFER RECRUITMENT

The Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. See Appendix 2.

4. JOB DESCRIPTIONS

A job description shall be drawn up for all posts in the Trust. In the case of posts becoming vacant, the job description for each vacant post shall be reviewed and amended as necessary according to the needs of the school. Job descriptions shall be written in non-discriminatory form and shall not be artificially inflated so as to exclude individuals or groups of people who are able to meet the real requirements of the job.

5. PERSON SPECIFICATIONS

A person specification for each vacant post shall be drawn up to present an objective profile of the candidate to be sought.

The person specification shall be directly linked to, and developed from, the job description, and shall list clearly and simply the essential and/or desirable qualifications, skills, knowledge, experience and abilities required to carry out all the duties and responsibilities set out in the job description. These shall be the objective criteria for assessing the candidates at the shortlisting and interviewing stages.

6. THE RECRUITMENT PROCESS

The Trust ensures that at least one member of the appointment panel will be trained in safer recruitment and able to identify and assess the relevance of offences, and the appropriate legislation. All individuals involved in the recruitment process will have access to this Recruitment and Section procedure document, and to Human Resources support.

The key to success of the recruitment and selection process is the careful and thorough planning of the whole process at an early stage. A suggested process for the appointment of a new member of staff is detailed in **Appendix I**.

In planning the timescale for the process, it may be helpful to identify the interview date or proposed date of appointment, and plan backwards from there. Deadlines for applications and references are then clear, and it becomes apparent whether the proposed dates are realistic, allowing sufficient time for all stages.

7. ADVERTISEMENTS

Vacant posts which are to be filled internally shall be open to any staff who may wish to apply.

Advertisements of the posts of Headteacher and Deputy Headteacher will be advertised locally and nationally unless there is a clear reason provided by the Trust Board to appoint an existing member of staff within the Trust. Any advertisements of these posts will be made using a wide array of advertising media.

All posts which are open to external candidates shall also be open to internal candidates. Subject to paragraph 6 above, these posts shall be advertised in such a way as to draw them to the attention of as wide a group of potential applicants as possible. This may include national and local papers, appropriate websites or other screen based advertisements.

Advertisements shall give brief details of the school, the post, salary level, brief details of the Person Specification, address for application form and further details, and a closing date which shall give sufficient time for potential applicants to prepare an application.

Advertisements shall be worded in non-discriminatory form, using both masculine and feminine pronouns, so that no individual group is disadvantaged from making an application.

8. INFORMATION TO APPLICANTS

All persons interested in the post will access the following information on the school website. Hard copies will be sent on request.

- (1) A standard, non-discriminatory application form
- (2) A job description for the post
- (3) A person specification for the post
- (4) Further particulars relating to the post, including:

- (a) Salary/wage level offered, plus details of the school policy on discretionary payments
- (b) Specific Conditions of Service applicable to the post
- (c) Information on the school and its locality
- (d) Notes of guidance on the appointments procedure, including where possible dates of short listing and interviewing

9. APPOINTMENTS PANELS

The following paragraphs incorporate the provisions of the Education Act 1996 and any subsequent amending regulation relating to the appointment of school staff.

For Headteacher and Deputy Headteacher appointments, the Trust's Board of Trustees shall establish a selection panel consisting of at least three of their members. Where they consider that it is appropriate to do so, the selection panel shall recommend to the Trust Board for appointment of one of the applicants interviewed by them.

For the appointment of other staff, the Headteacher, the head of department will be involved and the Human Resources Manager may be involved. One member of the shortlisting panel will have completed training in safer recruitment. A school governor may be invited to take part.

10. SHORTLISTING

The Headteacher and other relevant senior staff shall undertake the shortlisting of candidates for interview. All applications shall be individually and independently assessed against the essential criteria laid down in the person specification, with regard only to the requirements of the job. A systematic and consistent approach is necessary, each application must be assessed against the essential criteria, and a record kept as to the reasons for rejection. Application forms must not be discarded for reasons which are not in the essential criteria.

Where more than a manageable number of applicants meet the Essential criteria, a second selection of the applicants should be done on the basis of Desirable Criteria using a points scoring system if necessary.

Criminal records will be taken into account only when the conviction is relevant. Having an "unspent" conviction will not necessarily bar anyone from employment. This will depend on the circumstances and background to the offence(s) and will be referred to the Headteacher and (where appropriate) Trust Board for consideration.

All **shortlisted** applicants are required to complete a criminal record self-disclosure to be returned by the interview date. This information is to be sent to the Head teacher of the relevant School or to HR, dependent on the role applied for. Failure to return the self-disclosure will result in the offer of interview being withdrawn. An offer of employment will not be confirmed without a self-disclosure having first been received and reviewed. We guarantee that the self-disclosure information will only be seen by those who need to see it as part of the recruitment process.

The criminal history self-disclosure form will include information for shortlisted applicants on the importance of seeking legal advice and the contact details of organisations that can provide impartial advice.

11. INVITATIONS TO INTERVIEW

The invitation to interview should state clearly the form of the selection process, who will be on the appointment(s) panel, whether there will be any tests and whether applicants are expected to bring any documents with them. All applicants should be asked if they have any specific requirements which would enable them to attend the interview.

12. REFERENCES

Referees shall normally be contacted for all shortlisted candidates prior to interview. The exception would be where an applicant for a support staff post has not given permission to contact their current employer. In this instance, if an offer was made, it would be dependent on satisfactory references.

Referees shall be sent a copy of the person specification for the post and invited to address their comments to the criteria listed.

In the event of written references being unavailable before interview, formal telephone references may be sought as an exception in order to prevent a candidate from being disadvantaged. Written confirmation of telephone references shall be required. Under exceptional circumstances an offer of appointment may be made subject to the receipt of a satisfactory reference.

In the event of references being unavailable at the point of conditional offer, see Appendix 2 paragraph 7.

13. CHECKING QUALIFICATIONS

When an appointment has been made on the basis of possession of a specific qualification, for example as an Essential Criteria then the applicant should be asked to produce proof that they are entitled to the qualification in the form of the original certificate or a certified copy.

Teacher Prohibition Checks

Teacher Services are used before a teacher is appointed to check for

- The award of QTS
- Completion of teacher induction
- Prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions

14. SELECTION INTERVIEWS

The appointments panel shall determine the arrangements for the interview, including which member shall act as Lead Interviewer, and in particular the topics to be covered by questioning during the interview, which shall be such as to test the shortlisted candidates on all the criteria set out in the person specification. Sufficient time shall be allocated for each interview and for the panel to consider their decision.

Questions asked by panel members throughout the selection process shall address the criteria of the person specification, ensuring that all aspects are covered, and that no matters of a discriminatory nature are introduced.

All shortlisted candidates shall be asked broadly the same questions, so that each can be tested on every criterion in the person specification. Supplementary questions may be asked on the basis of the candidate's reply, in order to develop a particular topic, or to allow the candidate to supply more relevant information. A safeguarding question should always be included.

At interview, or in a separate discussion, we will ensure that there is an open and measured discussion with the individual about any offences or other matters that might be relevant to the position. Failure to reveal information that is directly relevant to the position being sought could lead to the withdrawal of an offer of employment. We will discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

15. INTERVIEW ASSESSMENT

After each candidate has been interviewed, each individual member of the appointments panel shall, without discussion, complete an assessment of the candidate's profile, and performance at interview, for comparison with the required profile as set out on the person specification.

At the close of the interviews, the panel shall jointly discuss their individual assessments of each candidate. **The candidate who most comprehensively matches the essential and desirable criteria for the post shall be selected for appointment.**

A record shall be made of the reasons for the selection or rejection of each candidate. These notes, including individual panel members' notes, together with the application forms, interview assessment forms; reference material, job description and person specification shall be held on confidential file for a minimum period of 6 months from the effective date of interview.

Both successful and unsuccessful candidates shall be informed of the results of the interview at the earliest possible opportunity and written confirmation of the offer of appointment sent to the successful candidate, subject to prohibition checks being completed.

Feedback will be provided to unsuccessful candidates on request.

16. DISABLED APPLICANTS

The appointment panel must treat the disabled interviewee the same as all other interviewees by asking questions about their skills, qualifications and experience in relation to the job requirements. The applicant needs to be fully informed of what the job entails and be given the opportunity to ask questions. This will give them the opportunity to demonstrate their ability and address any concerns the panel may have.

At the end of the interview, it may be appropriate to discuss what "reasonable adjustments" may be needed. This would only apply where the disability is relevant to the person's ability to do the job. Care must be taken to ensure that the individual does not feel that discrimination is intended by the style or content of the questions, and equally that they have the opportunity to explain their needs fully. A recommended question is *"Are there any issues you would like to raise about the work environment"*.

This invites comment on any barriers caused by the workplace or working arrangements, and does not ask about the person's disability.

If the best person for the job has a disability that may affect the way they carry out the job, or if they have identified some potential barriers which could be overcome by making changes, the panel needs to consider whether they are able to make any "reasonable adjustments".

The final decision on whether an adjustment is "reasonable" is for the panel to make, obviously balancing the requirements and wishes of the individual against what is considered reasonable in the context of the job, school and the Trust.

Where a disabled applicant is unsuccessful at interview, the panel needs to be able to clearly show that either they were not the best applicant or that the adjustments required enabling them to do the job were unreasonable.

17. PROBATIONARY PERIOD

All appointments to The Trust will be subject to a probationary period as specified in the relevant Contract of Employment.

Successful candidates will be notified of the probationary period at the point of job offer.

The probationary period may be extended and the reasons why will be explained at the Probationary Review meeting and confirmed in writing. This will also include a commitment as to how support will be provided to assist.

Successful completion of the probationary period will be confirmed in writing, but if not letter is received within two weeks of the end of the probationary period, the employee can assume that they have been successful.

SUGGESTED PROCESS FOR THE APPOINTMENT OF A MEMBER OF STAFF

- U Notification of vacant post
- U Plan the selection process
- U Review job description/person specification
- U Prepare advert and place
- U Prepare applicant information pack
- U Information uploaded onto school/Trust and other relevant websites
- U Applications received
- U Closing date for applications
- U Shortlisting
- U Applicants invited for interview/references requested
- U Formal Interviews
- U References received
- U Decision on job offer
- U Prohibition check undertaken
- U Job offer to successful candidate subject to clearances
- U Acceptance by successful candidate
- U Police and medical clearance initiated
- U Successful candidate informed, and resignation notified by the applicant to the existing employer
- U New member of staff starts work

Note: This chart is simplified and may not include some stages pertinent to individual situations - periods of holiday and possible re-advertisements may extend the process.

Safer Recruitment and Selection Practice

1. Elements of Safer Practice

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It starts with the process of planning the recruitment exercise and, where the post is advertised, ensuring that the advertisement makes clear the organisation's 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. Main elements of the process include:

- ❖ ensuring that the person specification includes specific reference to suitability to work with children;
- ❖ obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
- ❖ obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- ❖ a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post;
- ❖ verifying the successful applicant's identity;
- ❖ verifying that the successful applicant has any academic or vocational qualifications claimed;
- ❖ checking his or her previous employment history and experience;
- ❖ verifying that s/he has the health and physical capacity for the job;
- ❖ mandatory enhanced DBS clearance.

2. Recruitment and Selection Policy

All adverts will incorporate an explicit statement about the Trust's commitment to safeguarding and promoting the welfare of children as follows:

'The Queen Katherine School Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.'

3. Statement

This statement should be included in:-

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions
- Competency frameworks
- Induction training

4. 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;
- ❖ relevant information about the Trust/school and the recruitment process, and statements of relevant policies such as the Trust's policy on equal opportunities, the recruitment of ex-offenders, etc.

5. Scrutinising and shortlisting

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 and should be returned for completion.

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 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.

6. Interview requirements

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. Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Scope of the Interview

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 establishment's agenda for safeguarding and promoting the welfare of children;
- ❖ gaps in the candidate's employment history; and
- ❖ concerns or discrepancies arising from the information provided by the candidate and/or a referee.

It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.

7. Conditional Offer of Appointment: Pre-Appointment Checks

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

- ❖ the receipt of at least two satisfactory references (if those have not already been received)
- ❖ verification of the candidate's identity (if that could not be verified straight after the interview);
- ❖ verification of the candidate's medical fitness (this is via a health questionnaire which is assessed by an Occupational Health professional in the event of any conditions being disclosed by the candidate);
- ❖ verification of qualifications (if not verified after the interview);
- ❖ DBS clearance at Enhanced level
- ❖ verification of professional status where required, eg via NCTL for teachers, QTS status (unless properly exempt), National Professional Qualification for Headship (NPQH);
- ❖ (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and for all posts, satisfactory completion of the probationary period.

8. Post Appointment Induction

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

- ❖ provide training and information about the school and Trust'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 the school;
- ❖ provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and
- ❖ 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, anti-bullying, antiracism, physical intervention or restraint, intimate care, internet safety and
- ❖ 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, capability and whistleblowing.

The programme should also include attendance at child protection training appropriate to the person's role.

9. Maintaining a Safer Culture

It is important that all staff in an establishment have appropriate training and induction so that they understand their roles and responsibilities and is confident about carrying them out. Staff, students and parents also need to feel confident that they can raise issues or concerns about the safety or welfare of children, and that they will be listened to and taken seriously. That can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- ❖ a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and students that is understood and endorsed by all;
- ❖ appropriate induction and training;
- ❖ regular briefing and discussion of relevant issues; including relevant material from the framework for Personal Social and Health Education in the curriculum;
- ❖ ensuring all those working with children in education settings are familiar with the good practice guidance which are in the 'Keeping Children Safe in Education' document; and
- ❖ a clear reporting system if a student, member of staff or other person has concerns about the safety of children.

10. Monitoring

Monitoring of both the recruitment process and induction arrangements will allow for future recruitment practices to be better informed. It should cover:

- ❖ staff turnover and reasons for leaving;
- ❖ exit interviews; and
- ❖ attendance of new recruits at child protection training.

Recruiting remotely

This Appendix provides guidance for alternative recruitment and selection methods that can be applied when individuals are unable to meet in person.

If you need to go ahead with recruitment of staff when there are barriers to meeting in person and it is not possible to apply your normal processes, consider how you can recruit remotely but as close to your normal approach as possible.

You will need to:

- plan carefully to ensure you have people available at the right time;
- ensure you have the necessary tools available online to interact with candidates and other panel members. Ensure everyone has the technology to access packages for example, Zoom or Microsoft Teams, including the prospective candidates. Ensure you have a trial run with panel members;
- accept that some normal elements of the process cannot be achieved through remote selection and add alternate elements so you undertake as many appropriate activities as possible, allowing you to be confident in selecting a new employee;
- ensure the key identity and safer recruitment checks are conducted in accordance with the temporarily adjusted guidance.
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The following provides information about how to plan a remote recruitment and selection exercise, taking into account the general practicalities and logistics. Specific advertising and interview advice is included.

Advertising stage

At the advertising stage, think how you can give candidates a feel for your school if they are unable to visit.

- Could you prepare a quick video tour of the school that can be shared, so they can see the site and buildings?
- Are you able to post more information for potential applicants on your school website?
- Perhaps invite potential applicants to contact you at this stage for an informal discussion in place of a visit to the school.
- Ask them to take a detailed look at your school website / Twitter feeds / Facebook page

Planning, practicalities and logistics

The following is a list of pre-interview tasks which you may find useful:

✓	Tasks
	Make sure all interview panel members who needs access to documentation has it in good time.
	Think about having additional people on stand-by in case any member or your selection panel becomes unavailable.
	Keep a clear record through the process just in case you become unavailable during the process so somebody else can pick it up (where appropriate).
	Design the process carefully. It may have a number of elements that can be conducted at different times. Ensure everyone knows the part they have to play, when it will happen and how they 'dial in'.
	Make sure you have at least one 'safer recruitment' trained panel member involved in the process. It may be wise to have a second involved or available.
	Communicate clearly with candidates so they understand what the selection process consists of and how it will be conducted, assessed and when decisions will be taken.
	Allow extra time for the process. It will take longer.
	Ensure you have the necessary tools available online to interact with candidates and other panel members. Consider how to conduct the different elements of the process remotely using web-based tools (e.g. Microsoft Teams, Skype, Zoom etc) where there needs to be visual interaction. Make sure you test those tools ahead of the process. Have a plan B if the tools fail on the day.
	Plan for how written tasks or exercises can be designed and conducted so they are time limited if necessary.
	Let candidates know how the interview will take place and ask them whether they need any reasonable adjustments for any aspect of the adjusted process.
	Organise a timetable and send it to candidates, your panel members and others involved.
	Conduct the process in the same formal and professional way you would if it was happening in school.
	Nominate a chair to manage the interview process and invite panel members to speak. Agree beforehand who will ask which questions.

Whilst conducting multi-person video interviews:

- use physical cues – like putting your hand up – during discussions so the candidate knows who's about to speak;
- keep microphones on mute unless you're talking;
- give candidates extra time to answer questions and type each one into the chat function of the software so you are sure candidates have heard you right.

Add additional safeguarding questions if needed since you won't be meeting candidates face to face. Decide whether you want candidates to complete tasks before, during or after the interview and make sure this is clear to them ahead of time, including how long they'll have to complete the task and how to submit it. For example, you might send them a task ahead of the interview and give them a set time to complete it and send it back.

For tasks such as presentations, ask candidates to send a video of themselves delivering the task so that you can review them in your own time and not over video conference.

If you're recruiting for a senior position, you may well want candidates to meet staff.

- Have specific times for members of staff or groups to log in and meet candidates.
- Where practical, use a single video-conference link that candidates can stay on whilst they are being interviewed and assessed.
- As you normally would, ask members of staff to feedback on their impression of the candidates.

Temporary changes to your recruitment and selection process

Accept that some normal elements of the process cannot be achieved through remote selection. Add alternative elements where necessary to your process to undertake as many appropriate activities as possible to allow you to be confident in selecting a new employee.

The Interview process

Prepare interview questions as you normally would.

Once you have applications in and have shortlisted, perhaps have a preliminary interview – relatively short – to tease out (through a set of consistent questions) initial issues important to the school so responses can be considered and explored further through the subsequent activities.

Plan for a final interview to clear up any remaining issues or gaps.

Through video discussions, you are seeking to achieve the face to face opportunity for interaction you would normally have. You may decide to incorporate some or all of the following suggestions for alternative assessment techniques:

- 1:1 interview followed by a group interview;
- An online lesson observation may be helpful in assessing how candidates perform in different settings. Think about how you can replace physical lesson observations with other activities that will see the candidate engaging with pupils:
 - observe a discussion between candidates and selected pupils remotely;
 - if your school is teaching remotely consider if the candidate could teach one of these lessons;
 - consider reviewing the evidence you would normally be looking for when observing a lesson and use this to set specific interview questions. For example, how do you try to establish appropriate relationships with pupils, or how do you make sure your lessons are (i) engaging for the whole class and (ii) differentiated to support children of all abilities?
- organise for a group of pupils, for example those on the student council, to meet candidates remotely. Have someone from the panel there to observe and record it so you have something to go back to;
- ask candidates to deliver a video presentation on a relevant topic.

The Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. With any situation where face to face recruitment is not possible, the recruitment process must continue to focus on identifying the best candidate for the job while also completing all necessary safeguarding checks.

Recruitment of Ex-Offenders

We are committed to equality of opportunity for all job applicants and aim to select people for employment on the basis of their individual skills, abilities, experience, knowledge and, where appropriate, qualifications and training.

However, the Queen Katherine Multi Academy Trust (hereinafter referred to as the 'Trust') is an exempt employer as defined in the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975) and as such, we have a lawful basis for requesting an enhanced DBS disclosure certificate for all employees. In addition, the Trust is a regulated activity provider and for most posts, we have a statutory duty to check that the individual is not barred from regulated work with children and / or adults.

The safeguarding of children and vulnerable adults is of paramount importance to us and the scrutiny of any unspent cautions or convictions and those which would not be protected under the Ministry of Justice filtering rules is an essential and non-negotiable part of the pre-employment check process.

We will consider ex-offenders for employment on their individual merits.

Jobs covered by the Rehabilitation of Offenders Act 1974

We will not automatically refuse to employ a particular individual just because he/she has a previous criminal conviction.

During the recruitment process, we will ask shortlisted job applicants to disclose any unspent cautions or convictions but will not ask job applicants questions about criminal history that would be filtered or protected, nor expect them to disclose any protected convictions. The successful applicant will be asked to apply for an enhanced DBS certificate.

If an applicant has a caution or conviction that is unspent and if the nature of the offence is relevant to their suitability for the job for which they have applied, we will review the individual circumstances of the case and may at our discretion, decline to select the individual for employment.

Roles/jobs that are exempt from the Rehabilitation of Offenders Act 1974

The vast majority of the roles we are seeking to recruit are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (roles in regulated positions). In these cases, we will require shortlisted applicants to disclose all unspent convictions or bind overs in addition to any criminal history that would not be filtered. Even in these circumstances, however, we will not refuse to employ a particular individual unless the nature of the conviction has some relevance to the job for which the individual has applied.

As a result of amendments to the Rehabilitation of Offenders Act in 2013 and 2020, cautions and convictions that meet specified criteria should not be disclosed by applicants and must not be taken into account by potential employers. We encourage all applicants to use the flowchart provided by NACRO and to seek legal or impartial advice before completing their self-disclosure. We will not take into account any criminal history that would be protected or filtered, even if it is subsequently disclosed on the DBS certificate.

We will, once we have selected the person to whom we wish to offer employment, make a joint application to the Disclosure and Barring Service (DBS) for an enhanced certificate (with the relevant DBS barred list(s) check where the post is in regulated activity). Where the individual is a member of the DBS update service in the relevant workforce and at the required level, we will, with the individual's permission, carry out a status check on any current certificate.

We are committed to ensuring that all information provided about an individual's criminal convictions, including any information released in disclosures, is used fairly and stored and handled appropriately and in accordance with the provisions of the General Data Protection Regulations and the Data Protection Act 2018. Data held on file about an individual's criminal convictions will be held only as long as it is required for employment and/or safeguarding purposes and will not be disclosed to any unauthorised person.

The Process

As a Regulated Activity Provider (RAP) almost all paid employees at The Queen Katherine Multi Academy Trust are in regulated activity and therefore subject to an enhanced DBS certificate with check(s) of the relevant DBS barred list(s).

In relation to volunteers and contractors, we only request a DBS certificate after a thorough risk assessment has indicated that a check is relevant to the position concerned.

For those positions where an enhanced DBS check for regulated activity is required, all application forms and recruitment advertising will contain a statement that an enhanced DBS certificate (with barred list check(s) where relevant) will be requested in the event of the individual being offered the position and an explanation of when in the recruitment process criminal information will be requested and considered.

We ensure that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974 (exceptions order 1975) (as amended 2013 & 2020) and know how to access advice and support e.g., from our HR suppliers, and relevant registered bodies.

At interview, or in a separate discussion, the recruitment selection panel will ensure that an open and measured discussion takes place on the subject of any offences or related concerns that might be relevant to the position. Failure to reveal information that would not be filtered could lead to withdrawal of an offer of employment.

All potential employees are guided to the Disclosure and Barring Service Code of Practice and a copy is made available on request.

We undertake to discuss any relevant matter revealed on a DBS certificate with the person seeking the position before withdrawing a conditional offer of employment. This discussion and any subsequent risk assessment may be undertaken by the Head teacher or by another appointed person. If the DBS check reveals any matching information against the DBS barred list(s) or any criminal conviction which precludes them from working with children and/or adults¹ the applicant is deemed non appointable. In this circumstance, we would notify the Local Authority Designated Officer in line with the local multi-agency procedures.

References & Useful Links

Disclosure & Barring Service:

- www.gov.uk/government/organisations/disclosure-and-barring-service
- Detailed information, fact sheets and FAQs: <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>
- Filtering guidance from 28/11/20: <https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>

Ministry of Justice:

- Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 (and self-disclosure) <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

National Association for the Care and Resettlement of Offenders (Nacro):

- Criminal record support service – advice for applicants and employers <https://www.nacro.org.uk/criminal-record-support-service/>
- Filtering flowchart [Filterin-flowchart-twitter.png \(5000x2813\) \(netdna-ssl.com\)](#)