

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment



SEFTON COUNCIL

Recruitment & Selection Guidelines

For Safer Recruitment within Schools

Produced by Children's Services, Human Resource Team (Schools).

www.sefton.gov.uk

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Signed:

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RECRUITMENT AND SELECTION GUIDELINES
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**SEFTON METROPOLITAN BOROUGH COUNCIL – SCHOOLS’
SAFER RECRUITMENT - RECRUITMENT AND SELECTION GUIDELINES**

**A
INTRODUCTION**

A1 RECRUITMENT AND SELECTION POLICY STATEMENT

Sefton Council’s Children’s Services and <School name> is committed to safeguarding and promoting the welfare of children and young people and will recruit and select all employees in a safe, equitable, effective and efficient manner to employ the best person for the job and ensure that high service standards are maintained and the safety and welfare of children and young people is paramount and expects all staff and volunteers to share this commitment.

These guidelines set out the practices and procedures that must be followed in order to enable the Sefton Council’s School’s policy to be achieved.

The guidelines are directed at **all** those who are involved in the recruitment and selection process **at every stage**.

It is essential that the guidelines are fully understood and adhered to both in "word and spirit". Training is available through **<TBC>**

A2 THE IMPORTANCE OF RECRUITMENT & SELECTION

People are School’s greatest asset.

The recruitment of staff is a major investment for school. Mistakes are costly, not just in financial terms but also in terms of the Safety and Welfare of Children and Young People, staff morale, productivity and turnover.

The importance of the Recruitment and Selection procedure cannot therefore be stressed enough. As a School, it is vital that the safety and welfare of children and young people is overriding and that we put in place and follow a strict policy and procedure that will deter, reject or identify people who may abuse children or young people, or who are otherwise unsuited to working with children and young people.

In the process of recruiting staff you will also be committing the School to many thousands of pounds in expenditure for advertising, interviewing, administering tests/assessment centres, staff time, training and pay.

It is therefore vital that you carry out the process with due consideration to the whole of these guidelines.

These guidelines will help you to recruit the right person for the job in the correct way.

Adherence to them will ensure that:

- every effort is made to deter, reject or identify people who may abuse children or young people, or who are otherwise unsuited to working with children and young people.

- recruitment decisions are made in a fair and equitable manner based on open and relevant objective criteria
- the most suitable person for the job is appointed and, therefore, high standards of service are maintained
- applicants are not unfairly discriminated against (further information in section B)
- Children's Services/Schools can demonstrate that it is a good and credible employer that deserves the confidence of the public
- allegations of unfair treatment can be successfully resisted

There is a commitment to keep this policy and the guidelines under review - changes will be made to reflect developments in good practice and in the law or if the guidelines are found to be in need of refinement in the light of operating experience.

A3 ROLES AND RESPONSIBILITIES

Whatever part of the recruitment process you may be involved in, it is important that you have an understanding of the whole process, so you know how your role fits into the bigger picture.

There are very serious issues around confidentiality and simple privacy, as well as legal requirements such as the Data Protection Act 1998 that must be observed in relation to the recruitment process. A professional and thorough approach is always required.

If you are to be on a selection panel you have an obligation to ensure you understand the full extent of your involvement from the beginning of the process through to the end. This includes making sure information is provided on short listed and appointed candidates for monitoring purposes.

At least one person on the selection panel must have undertaken and achieved accreditation of the Safer Recruitment, Recruitment and Selection (NCSL) training.

Advice and guidance is available from the HR Team (Schools) and through various other sources. Contact details can be found in **Appendix 1**.

A4 MONITORING

There is a legal requirement placed on all Authorities to monitor equalities information, this includes recruitment and selection. In addition to its legal obligations, School's, takes the view that effective monitoring is essential in ensuring that the School's Equalities Policies are being adhered to.

The Equal Opportunities Commission, the Commission for Racial Equality, and the Disability Rights Commission, all recommend monitoring in their Codes of Practice.

Monitoring forms are issued to all applicants applying for vacancies within the Authority (tear off slip attached to application form). Statistics are then compiled to monitor the stages within the recruitment process for each and every job. This information is reported to Governing Body on a regular basis and helps to inform future recruitment policy decisions.

A5 FREEDOM OF INFORMATION

The Freedom of Information Act allows candidates access to all information relied upon in the decision making process where requested. Thorough notes must be kept of all decisions in order to ensure that information is available if requested and that any issues can be resolved.

B. EQUALITIES IN RECRUITMENT AND SELECTION

B1 BRIEF GUIDE TO EQUALITY ISSUES

The School and Sefton Council is committed to providing equality of opportunity to job applicants and those who use its services and it is the duty of every employee to avoid and eliminate discrimination.

The School's Policy states:

Insert Schools Policy

The Council's Equality Policy states:

The Council will work in such a way that ensures that no resident, service user, employee or job applicant is discriminated against or receives less favourable treatment on the grounds of:-

Gender

Race

Colour

Nationality

Ethnic or national origin

Disability

Marital Status

Sexual Orientation (including gay men, lesbians and bisexuals)

Gender reassignment

Responsibility for dependents

Age

Trade union or political activities

Religious beliefs

Spent offences in accordance with legislation and the procedure set down by the Criminal Records Bureau

Or any other reason which cannot be shown to be justified

It is important that those who are involved in the recruitment and selection process have an understanding of the law relating to equal opportunities and the potential for discrimination if a systematic and objective approach is not applied.

Discrimination can arise in a number of ways, some of which are not necessarily obvious. It is important to appreciate the distinction between direct and indirect discrimination:

Direct Discrimination Treating a person unfavourably because of, for example, their race or gender whilst disregarding their ability to do the job, e.g. not appointing a woman because she is married or not appointing an individual because of their religion.

Indirect Discrimination This occurs when a requirement or condition is applied to everyone, but which, whether intentionally or not, adversely affects women, men, a particular racial or other group, considerably more than others AND cannot be justified.

For example, insisting without good reason that applicants must be over six feet tall would advantage male candidates as generally the condition could be met by significantly fewer women than men. Another example is to add a requirement for a driving licence when it is not strictly necessary as it may discriminate against people with certain disabilities.

Sefton Equalities Partnership support the Council on Equalities issues and can be contacted on 0151 928 2233. Further information is available on the Intranet and on the Council's website.

B2 LEGISLATION

The following provides a summary of the current law relating to discrimination:

Equal Pay Act 1970

To prevent discrimination between men and women in terms of their contract for employment, including pay.

Rehabilitation of Offenders Act 1974

The Act states that certain convictions become "spent" after a specified period of time. Those with spent convictions are not required to disclose the conviction on application forms if asked to do so, as any failure to disclose a "spent" conviction is not a lawful reason for dismissing or excluding a person from employment. **There are, however, occupational exemptions from this – please see Section B3.**

The Sex Discrimination Act 1975

It is illegal to discriminate directly or indirectly against men, women and married people in the selection for appointment, promotion and training.

The Sex Discrimination (Amendment) Act 1999 – Gender Re-assignment

It is illegal to discriminate directly or indirectly against a person who is undergoing a gender reassignment.

Race Relations Act 1976

It is illegal to discriminate, directly or indirectly, on the grounds of colour, race, ethnic or national origin.

Race Relations (Amendment) Act 2000

All public bodies must eliminate unlawful racial discrimination; promote equality of opportunity; and promote good race relations

Disability Discrimination Act 2005

It is illegal to discriminate against disabled people (physical or mental disability). Employers and service providers are required to make reasonable adjustments to overcome barriers. (**See further guidance in section B4.**) With effect from October 2006, all public bodies must eliminate unlawful disability discrimination; promote equality of opportunity; and promote good relations

Human Rights Act 1998

Local Authorities are legally required to consider the impact of people's human rights when setting policies and making decisions.

The Employment Equality (Sexual Orientation) Regulations 2003

It is illegal to discriminate, directly or indirectly on grounds of sexual orientation.

The Employment Equality (Religion or Belief) Regulations 2003

It is illegal to discriminate, directly or indirectly on ground of religion or belief.

Employment Equality (Age) Regulations 2006

It is illegal to discriminate, directly or indirectly on the grounds of age.

B3 EXCLUSIONS FROM DISCRIMINATION LEGISLATION

Genuine Occupational Qualification (GOQ) / Genuine Occupational Requirement (GOR)

Discrimination in the recruitment process is unlawful **EXCEPT** in certain specific circumstances.

These circumstances are described in the:-

- Sex Discrimination Act (SDA) (Section 7)
 - Race Relations Act Section 5(2) (d)
 - Employment Equality (Religion or Belief) Regulations 2003 (7 {3}) (SI 1660)
 - Employment Equality (Sexual Orientation) Regulations 2003 (7{2}) (SI 1661)
 - Employment Equality (Age) Regulations 2006 (Reg. 8)
- (other legislation may also be applicable as employment law is revised and amended)

The exemptions allow employers to restrict applications for employment to one group where the job involves providing persons of that particular group with, for example, personal services promoting their welfare, and where those services can most effectively be provided by a person of the same group (e.g. a female care assistant dealing with a woman's physical needs).

Further detailed information can be found in the Equality and Diversity Section of the ACAS web. It is advisable to quote the relevant sections of the Acts in advertisements for such posts. The School's HR Team **must** be consulted before including any statement to this effect in a job advertisement.

Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act 1974 was introduced to ensure that ex-offenders who have not re-offended for a period of time since the date of their conviction are not discriminated against

when applying for jobs. The Act makes it illegal for any organisation to discriminate against an ex offender on the grounds of a spent conviction. The Act states that after a period of time certain offences can be classified as spent, which means that the person concerned is no longer legally required to disclose to prospective employers the detail of that conviction.

However, in order to protect vulnerable groups within society, there are a number of positions and professions which are 'exempted' from the Rehabilitation of Offenders Act which are relevant to local government employment – this includes volunteers. These are set out in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (SI 1975 No 10230), as amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Orders 1986 (SI 1986 No 1249 and SI 1986 No 2268).

All posts in schools are exempt from the Rehabilitation of Offenders Act and therefore school is legally entitled to ask applicants for details of all convictions, cautions or reprimands, warnings or bind-overs irrespective of whether they are deemed 'spent' under the act.

Full guidance on the Authority's policy and the handling of disclosures is included at **Appendix 2**.

All job descriptions for posts within school must include a statement that they are exempt from the Act under the Special Conditions heading.

B4 OTHER LEGISLATION GOVERNING THIS POLICY

The Education (Health Standards) (England) Regulations 2003

The Education (Health Standards) (England) Regulations 2003 state that it is a statutory responsibility that employers satisfy themselves that individuals have the appropriate level of fitness before any appointment is confirmed.

Intended School Staffing (England) (Amendment) (No. 2) Regulations 2006

The Intended School Staffing (England) (Amendment) (No. 2) Regulations 2006 state that is a mandatory requirement for Enhanced Criminal Record Bureau Disclosures to be obtained on all newly appointed staff and that additional checks as deemed appropriate are to be made for those living outside the United Kingdom.

Education Act 2002 S.157 and S.175

The Education Act 2002, S.157 and S.175 state that schools have a duty to ensure that all activities/regulations conducted in schools are exercised with a view to safeguarding and promoting the welfare of children.

The Education (Specified Work and Registration) (England) Regulations 2003 (SI 2003/1663) and the Education (Specified Work and Registration) (England) (Amendment) Regulations 2007 (SI 2007/2117)

The Education (Specified Work and Registration) (England) Regulations 2003 (SI 2003/1663) and the Education (Specified Work and Registration) (England) (Amendment) Regulations 2007 (SI 2007/2117) set out the conditions under which overseas trained teachers are allowed to carry out specified work (i.e. teach) in state maintained and non-maintained special schools in England

B5 TRANSLATION, INTERPRETATION & ACCESS TO INFORMATION

Members of Sefton's communities use the services of the school and therefore do need access to information. Effective communication is vital in breaking down barriers that prevent service users from accessing our services. This applies equally to the recruitment and selection process as job packs and application forms may be requested in alternative formats.

Formats will depend upon an individual's needs, personal preferences and access to technology and may include large print, audio tape, email, Braille, floppy disc or CD. Alternative format applications should ask for the same information as standard format applications. No application should ask for unnecessary information that could put an individual at a disadvantage. For example, questions about health conditions, unless these are very specifically relevant to the job, as identified in the person specification.

Sefton Council guidelines have been produced so that all staff are aware of our legal responsibilities and the mechanisms in place for responding to requests for information in formats other than that most frequently used. The Interpretation and Translation Guidelines are held in the document library on the Sefton Council Intranet or can be obtained by contacting Sefton Equalities Partnership. They offer some practical help in dealing with the issue of translation, interpretation and access to information.

C BEFORE RECRUITING

C1 DECISION TO FILL A VACANCY

When a vacancy arises it should not be an automatic assumption that the post will be advertised, or filled in the same way as it was previously. Consideration must be given to whether or not the job still needs to be done, or if the work can be allocated elsewhere. Authorisation to progress with the vacancy must therefore be obtained from the Schools Staffing Committee.

If the vacancy is to be filled, then the considerations of the schools Alternative Employment Protocol must take preference before allowing the vacancy to progress to advert. Even so, the advertising stage is still some way off and some time spent on examining the key features of the vacancy will reap long-term benefits if carried out correctly. It is recommended that you carry out a job analysis as the next step in your process.

Another consideration will be to look at the nature of the work associated with the vacancy and it may be considered appropriate to fill it on a temporary/fixed term/casual basis to which specific provisions apply.

Guidance on non-permanent contracts of employment can be obtained by contacting the School's HR Team.

C2 JOB ANALYSIS

A careful analysis of the duties and responsibilities of the post must be carried out in order to ensure that they remain relevant. In the case of new posts, such an examination will have been conducted in determining the need for the job.

Job analysis is the process of conducting a detailed examination of the context of the job and the tasks and responsibilities that should properly be associated with it.

A thorough job analysis will enable the production of an accurate job description and person specification.

The job analysis must be undertaken by people with a thorough knowledge of the work area and may involve the current post holder or another employee in a similar position. Assistance is available from the Schools Human Resources Team.

In conducting a job analysis, typical considerations are:

- Does the vacancy need to be filled?
- Is the designation correct?
- Is the grading still appropriate?
- Have the duties/responsibilities changed/increased/decreased?
- Has the relationship with other posts changed?
- Does the post have a high turnover? If so, why? Was anything identified in exit interviews?
- Does the job description or person specification in any way discriminate against any group as detailed in the School's Equality Policy (B1)?
- Can the job be offered on a job share basis?
- Is the post exempted from the Rehabilitation of Offenders act?
- Does it require 'Political Restriction' (see the Personnel Procedures Handbook available on Sefton Councils Intranet)

(As of April 2007, all National Joint Council (NJC) terms and conditions (Green Book) posts will need to be evaluated by the job evaluation team to determine grade)

Any Post under NJC terms and conditions that have not undergone the Job Evaluation process must do so before advertising, along with any posts where any alterations as above have been changed.

A JA1 form must be completed as part of the analysis to assess the demands that may be placed on individuals. The form identifies any areas which require risk assessment to comply with health and safety legislation and allows prospective candidates to decide their own suitability for the post before applying for it. A JA2 form should be completed if any of the risks identified are significant i.e. rated at level 3 or above.

The JA forms can be found at **Appendix 3** and further information can be obtained from the Occupational Health Unit on 0151 934 3650.

PREPARING THE JOB DESCRIPTION AND PERSON SPECIFICATION

C3 JOB DESCRIPTION

Following the job analysis the existing job description must be confirmed, amended or rewritten, as appropriate.

Substantially revised job descriptions must only be issued with the approval of the Headteacher/Schools Staffing Committee and following consultation with the appropriate HR Team. Where substantial changes are proposed there may be implications for the grading of the post. Where there are grading implications, approval will be necessary and, if the changes to the job impact on other employees, consultation with the relevant Trade Unions must occur.

With effect from April 2007, grading of posts under NJC terms and conditions will be carried out under the Job Evaluation Scheme. At this point all adjustments to grade must be referred to the Job Evaluation Team in the Central Personnel Department for re-evaluation.

A good job description is useful for drawing up the person specification, helping to identify the skills profile and aptitudes considered essential and desirable. It forms the basis of induction and

training plans and provides a benchmark for judging achievements. It also enables prospective applicants to assess themselves for the job.

The format to be used when preparing a job description can be found at **Appendix 4**. Further information can be obtained from the Job Description Policy in the Handbook of Personnel Procedures available on Sefton Councils Intranet.

Job descriptions must include the following statement:

'We are committed to promoting the safeguarding and welfare of children and Young People and expect all staff and volunteers to share this commitment'.

C4 PERSON SPECIFICATION

A person specification must be available for each post in the School and it must be completed at the time the job description is prepared or reviewed and before the job is advertised. It is recommended that all selection panel members are involved in the preparation of the person specification to ensure they agree the criteria against which candidates are to be assessed (E1).

The purpose of having a person specification is that it complements the job description and describes the knowledge, skills, experience, abilities and attributes that an individual must possess in order to perform effectively in the job role.

It specifies the requirements which are **essential** i.e. the minimum standard required on appointment to the post without which the person would be unable to do the job, and those which are **desirable** i.e. could be obtained by training/experience but would be available in an "ideal" candidate.

Any requirement that is included on the person specification must be capable of being assessed and an indication must be given of the stage at which it will be assessed, and the method of assessment to be used e.g. application form/interview/presentation/test.

Extreme care must be taken when deciding what attributes are essential to the job.

Unnecessary requirements must not be used to avoid any possibility of discrimination against particular groups of potential applicants. **Attributes that cannot be wholly justified must not be included.**

All the required personal attributes must be stated clearly and concisely and **not** phrased in general or vague terms capable of misinterpretation.

Suitable wording should be used to reflect the skills and competencies required and words such as 'literate', 'numerate' and 'relevant experience' should be used with an indication as to what extent.

'Blanket' requirements such as reference to holding three GCSE's, must not be used. In some cases holding a GCSE qualification (or equivalent) will be relevant as evidence that an applicant has the knowledge or skill required to fulfil certain duties of a post. However, equally, where an applicant does not have a GCSE qualification but can show relevant experience, they may justify consideration.

Requirements such as "four years experience" must not be used, as they could be deemed as discriminatory towards younger workers. The type of experience required must be spelt out so that the candidates can determine exactly what is required of them.

Terms such as 'an appropriate recognised qualification'; 'substantial relevant experience' or 'experience in an office environment' must not be used. Such statements are vague and imply uncertainty about the skills/knowledge/experience required to do the job.

It must be emphasised, however, that this requirement does not impact on the stipulation of relevant professional qualifications as essential requirements of the posts. For example, professional posts such as Teacher etc will still carry their respective professional qualifications as essential criteria. The important factor is that the qualifications are relevant to the requirements of the post.

It may be helpful to rank or weight the desirable criteria to assist in the shortlisting process.

Applicants have to demonstrate that they have the appropriate experience, skills, competencies and knowledge relevant for the job, and that they meet the criteria. Positive consideration should be given to all applicants who can demonstrate that they meet the criteria.

The person specification is also important in relation to assessing training needs and in dealing with matters of performance and competence.

Under no circumstances is the person specification to be completed or revised after the Selection Panel has had access to applications.

Help in preparing person specifications may be obtained from the HR Team.

The format for person specifications can be found in **Appendix 5** and further details can be found in the Person Specification Policy in the Handbook of Personnel Procedures available on Sefton Councils Intranet.

All Person Specifications must have the following essential criteria:

1. Committed to safeguarding and promoting the welfare of children and young people.
2. Satisfactory Enhanced CRB Disclosure.

C5 Considerations before Advertising

The recruitment of staff must always follow a fair and equitable process.

Once approval has been given to fill the post, but before going to the advertising stage, there are other considerations that should be looked into which may result in the post being successfully filled.

At any one point in time, the School will have several recruitment initiatives in place:-

Schools Alternative Employment Protocol

Employment protection legislation and Advisory, Conciliation and Arbitration Service (ACAS) good practice guides require and encourage employers to take reasonable steps to seek alternative employment for employees who are at risk of compulsory redundancy or are incapable of performing to required standards in their existing jobs as a result of ill health.

A Protocol has been created for schools to comply with the legal requirements for seeking alternative employment for employees.

Recruitment during Secondments and Acting up Arrangements

Where a vacancy is open to secondments/acting up arrangements, all employees within the appropriate schools must be informed of the opportunity. If there is more than one employee interested in the opportunity then a selection process must be followed including the completion of application forms and an interview process.

If the opportunity becomes permanent then the individual may be confirmed in the role. If the employee is not suitable for the role or does not wish to take up the role on a permanent basis then the job should be advertised in the usual manner. Further guidance is available from your HR Team.

Recruitment during Establishment Reviews

Vacancies may arise as part of an establishment review. In these cases vacancies must not be advertised outside of the area until the review is complete and current post holders are redeployed where possible. Further guidance is available from the HR Team.

Non Permanent Appointments

The use of non-permanent appointments should be kept to a minimum and, wherever possible, be of a 'fixed term' type. The policy on the 'Appointment of Non Permanent Employees' is available on Sefton Council's Intranet in the Personnel Procedures Handbook.

Agency Staff

The use of agency staff should be avoided where possible, as the costs associated with agency staff are high. Agency staff should only be used where a vacancy is likely to be short term and can be covered with minimal training. Please contact the HR Team for further information.

Schools looking to use teaching agency staff are advised to contact the Sefton Supply Team in the first instance.

Job Sharing

The Job Sharing Scheme is available to all employees and all posts will be open to an application for job sharing though some restrictions will exist.

The full policy and guidance notes on the practicalities of job sharing is available on Sefton Council's Intranet in the Handbook of Personnel Procedures, and a positive attitude to facilitating and using such arrangements is encouraged.

Employees on Maternity Leave or Long Term Absence

Employees away from school should be given access to the same opportunities as those at work. It is recommended that Headteachers/Governors liaise with employees whilst they are away from the office to ensure that they have access to school vacancies/advertisements.

D ADVERTS & APPLICATION PACKS

Recruitment solely by word of mouth is strictly prohibited, as it does not allow for selection to occur in a fair and equitable manner. Failure to advertise a role could lead to accusations of favouritism and, in the worst case, a tribunal claim for discrimination.

D1 ADVERTISING

The advertisement for the vacancy is a public statement and a visual representation of the Authority designed to attract suitable applicants to the post in the most cost-effective way.

It is advised that All advertisements be placed in the Council's **Jobsearch Bulletin** which is published every Thursday by the Corporate Personnel Department. The deadline for to submission of all advertisements to the Recruitment Team is Tuesday lunchtime. Adverts to be submitted to press will appear the following week.

Text should be clear and unambiguous. Short sentences and paragraphs should be used ensuring the advertisement is not discriminatory, offensive or in any way off-putting to any person or group. Good copy will include:

- School
- Post Title and Number
- Salary and Benefits
- Post Location
- Main Elements of Job Content
- Essential Skills, Experience and Qualifications Required
- How and to Whom to Apply
- Closing Date
- Any restrictions, i.e. in accordance with **the Rehabilitation of Offenders Act 1974** and Section 5(2)d of the Race Relations Act or Section 8(2)e of the Sex Discrimination Act
- Is the post 'politically restricted' - the Personnel Procedures Handbook (available on Sefton Council's Intranet) - Section 7 gives full details on the implications for some senior posts.

All jobs advertised in Jobsearch will be posted on the internet and sent to Jobcentre Plus and to JET (Jobs, Education and Training).

Adverts

Adverts, both in Jobsearch and in other publications, need to include -

- School Name and Logo and/or Authority Name and Corporate Logo.
- "School name and Sefton is an equal opportunities employer and welcomes applications from all sections of the community" Statement
- "School name/Sefton Operates a No Smoking Policy" Statement
- "Post is open to Jobshare" Statement (unless exempted by the Governors of the school)
- 'We are committed to safeguarding and promoting the welfare of children and young people, therefore a satisfactory Enhanced CRB is required for this post'. Statement.
- This post is Exempt from the Rehabilitation of offenders Act statement.

Please note the above details will be automatically included in advertisements placed via the Recruitment Team.

There is a wide range of media from which to choose if a post is to be advertised in an external publication. In addition to national and local newspapers and professional journals, full

consideration should be given to periodicals that serve minority groups. Cost effectiveness, the external perception of the School/Council and compliance with the Council's Equalities Strategies are influencing factors.

Copy writing support and advice on which media to use when advertising is available from the Council's Advertising Agency, SMRS on 0161 2001444. Externally advertised jobs can be placed through these agents who are contracted to the Council for this purpose. Please contact the Recruitment Team.

D2 INTERNET ADVERTISING

All vacancies that are advertised in Jobsearch are, as a matter of course, displayed on the Council's website.

Information supporting the vacancy, such as the job description, person specification, letter to applicants and any information being supplied to candidates about the job role or the department **must** be sent to the Recruitment Team so they are available on the internet and all applicants have access to the information.

Information about the Council in general forms, is a standard part of the internet recruitment services, but it must be ensured that the documentation relevant to the post being advertised is made accessible by post / paper copy as well as 'on-line'.

NOTE

Please ensure that the advertisement and job pack make it very clear where and to whom the application form should be returned. It is recommended that an e-mail address is provided in addition to a postal address so that applications can be submitted electronically.

D3 INFORMATION TO PROSPECTIVE APPLICANTS

Minimum Information Pack

The level of a post will influence the amount of information to be sent to applicants. Information sent out for senior officer posts is likely to differ to that sent to applicants for, say clerical positions. The question that should be asked is what does an applicant need to know and what additional information should reasonably be provided to enable him/her to come to a view on whether or not he/she would wish to work for the Authority. Cost will be a consideration. In all cases, it is good practice to send applicants relevant supporting information with the application form.

The following information must be sent to all applicants as a minimum:

- Job Description and Person Specification
- Application Form with Guidance Notes.
- Equal Opportunities Monitoring Form (tear off slip attached to the application form)
- Summary of Conditions of Service
- **Where and to whom Application Forms should be returned**
- Reminder of closing date
- Details of any Selection Tests and Assessment Methods.
- An indication/statement if the post is exempt from the Rehabilitation of Offenders Act.

As a matter of good practice, Departments may also wish to consider enclosing details on:

- Selection process including dates of interview etc
- Aid to Recruitment Scheme (where applicable)

- Criminal Records Bureau disclosure process where substantial access to children and vulnerable adults will be involved
- The Rehabilitation of Offenders Act 1974

For Headteacher and more senior posts, recruitment folders should include information inserts covering:

- School/ Sefton Council information
- Sefton Local Factors
- Aid to Recruitment Scheme
- Relevant Conditions of Service

It is School Policy that prospective candidates should not be invited to contact a nominated person for an "informal discussion". This is bad practice and can contravene Equal Opportunities legislation.

D4 APPLICATION FORM

All applicants must complete the appropriate School standard application form that is accompanied by guidance notes. **CV's alone must not be accepted.** The Translation, Interpretation and Access to Information Guidelines on Sefton Councils Intranet provide details of how to handle requests for an application pack in alternative format e.g. Braille, audio tape.

D5 MONITORING THE ADVERTISEMENT RESPONSE

In order to monitor the effectiveness of an advertisement, all requests for an application form should be recorded on the School's **Response to Advertisement Form R/S 1** (Appendix 6). Where an application form is requested by phone, the applicant should be asked where he/she learned of the vacancy.

E THE SELECTION PROCESS

Selection is a two-way process:

When the candidate is being assessed, he/she will also be assessing the School/Sefton as a potential place to work and possibly live.

It is vital that every potential employee is able to feel confident that their application has been treated fairly and that they have been given a full and proper opportunity to demonstrate their abilities relative to the requirements of the job

Approaching any Councillor or employee of the Council/School with a view to influencing employment opportunities, *speculative or otherwise*, will disqualify the applicant from the selection process

E1 THE SELECTION PANEL

Who Should be Included on the Selection Panel

With the exception of the Headteacher, Deputy Headteacher and Assistant Headteacher, Second and Third Tier Appointments (see below), all selection panels must consist of a minimum of two Officers, one of whom should be the line manager/supervisor of the post concerned. For more senior posts, additional panel members may be involved and it may be considered appropriate to include a representative from the HR Team or the Advisory Service. **In all cases, at least one panel member must have successfully completed training in Safer Recruitment and Selection.** There is no specific requirement, under legislation or the School's/Authority's policy, for a panel to be made up of a combination of male and female staff.

Headteacher, Deputy Headteacher and Assistant Headteacher, Second and Third Tier Officers are appointed by a Governors Appointment Committee consisting of a minimum of two Governors from the school.

At What Stage Should the Panel become Involved?

It is recommended that **all** Panel Members should be involved in the key stages of the procedure, particularly the preparation of the person specification. Panel members who have been trained in Safer Recruitment and Selection should ensure that other panel members are familiar with the procedure.

The Panel should agree the criteria and rating system for selection upon which the decision will be made.

Complying with this will ensure that the Panel agrees and is committed to the criteria against which candidates are to be assessed. It will also ensure that Panel members are party to the same information and share the same evidence on which to assess candidates.

The next task for the Panel is to agree a shortlist.

E2 SHORTLISTING CANDIDATES

The Selection Panel should agree the shortlist as soon after the closing date as possible.

Only those applicants who have completed an approved School application form can be considered unless arrangements have been made to receive information in an alternative format eg visually impaired applicants.

Late Applications

Any applications received after the closing date should not be considered unless exceptional circumstances apply.

Overseas Qualifications.

Qualifications obtained overseas can be checked for equivalence in the UK by contacting - National Academic Recognition Centre www.naric.org.uk , or, National Reference Point, www.uknrp.org.uk

Overseas trained teacher.

Overseas-trained teacher (OTT) (i.e. who qualified as a teacher in a country outside of the European Economic Area (EEA) and Switzerland) must have successfully completed a course of initial teacher training which is recognised by the relevant authorities in their home countries. OTTs are allowed to teach in state-maintained schools and non-maintained special schools in England as unqualified teachers for four calendar years. They are not permitted to teach in Pupil Referral Units unless they have been awarded qualified teacher status (QTS).

Further information can be found on Teachernet (www.teachernet.gov.uk).

Preparing a Shortlist

The Person Specification will detail the essential and desirable criteria and the methods, which will be used to assess candidates relative to those criteria.

At the shortlisting stage it is only those criteria that are to be assessed from the application form that must be considered.

Members of the selection panel must **individually** read and assess each application form against the person specification and record their findings on the Schools **Shortlisting Form R/S 2** (Appendix 7).

At this stage, if a panel member discovers that he/she knows personally or is related to an applicant, he/she must declare the matter to the Chair of the Panel. Where the panel member is related to the applicant he/she must withdraw from the process. In any other cases, the panel members must consult fully with the Chair in order that the nature of the relationship and, whether or not it may impact on the making of an objective decision, can be considered. The general rule should always be to act on the side of caution and withdraw from the process if there is any doubt. Where withdrawal takes place, it may be necessary to identify a substitute panel member for the remainder of the process. In such cases, the substitute member must take a full part in the shortlisting and all remaining stages.

THERE SHOULD BE NO COMPARISON OF CANDIDATES – CANDIDATES ARE COMPARED ONLY TO THE SPECIFICATION FOR THE JOB

The first step of the shortlisting must be to eliminate all those applicants who do not meet all of the **essential** criteria.

Essential requirements should not be rated at this stage: the question is simply whether or not the candidate can comply with the requirement, (e.g. if it is essential that the candidate must possess GCSE Maths he/she either does or does not meet the requirement - "extra credits" cannot be awarded to those applicants who EXCEED the Person Specification criteria e.g. have A-Level Maths).

If there are a large number of applicants who satisfy all the essential criteria it will then become necessary to examine the **desirable criteria** with the objective of arriving at a manageable shortlist.

At the time of writing the person specification, or before examining any application forms, the Panel should discuss and agree the relative importance of each of the desirable criteria and rank or weight them. The panel should now apply the weighting given to the desirable criteria. This will lead to the building of a profile of each applicant's knowledge, skills, experience etc in comparison with the person specification and facilitate the formation of the shortlist.

Those applicants who satisfy the essential criteria should be rated according to how well they meet the **desirable** criteria of the person specification in the following way:

- A - Comprehensively meets essential and all desirable requirements
- B - Partially meets desirable requirements
- C - Does not meet desirable requirements at all

The object is to identify a manageable number of candidates for further assessment who:

- (a) meet all the essential criteria, and;
- (c) represent the closest match with the desirable criteria

Once the shortlisting panel members have individually assessed each application form they will discuss their individual findings with the objective of coming to an overall consensus view. The consensus must then be recorded using **Shortlisting Form R/S 2** (Appendix 7) again but clearly marking it at the top "Consensus View of Panel". This information may be used to provide feedback to applicants and support the Schools case in the event of allegations of unfairness.

Records of the shortlisting process must be retained on file for **at least twelve months** after the exercise.

Disclosure of a criminal record.

Where an applicant returns a brown envelope with their application form, providing details of their convictions/cautions or those that are pending, this envelope must not be opened until such time that the application is to be offered a conditional appointment.

E3 SELECTION TOOLS

You must interview all candidates as a minimum requirement. However, you may also wish to consider the use of other selection techniques as detailed below.

Assessment Centres

This is a programme over 1 to 2 days that assesses candidates over a range of tests and activities that are relevant to the post. It is often a combination of methods that reflect aspects of the job

and individual including for example selection tests, in-tray exercises, report writing and presentations.

Selection Tests

Selection testing provides selection panels with more objective information to supplement the information provided by application forms and interviews and thus, enables a more informed selection decision to be made. You must not make a selection decision using only test results.

To ensure that the School fulfils its legal obligations, tests must be objective, standardised, statistically valid and reliable and must not unfairly disadvantage certain groups of people, in particular people of a different race, gender, ethnic background or who have a disability.

Only qualified test users can administer, interpret and feedback on occupational selection tests: a list of qualified test users is available from the Corporate Learning and Development Manager. Test users must comply with the "Test User's Charter" which is contained in Annex B of the Occupational Testing Policy.

All selection testing must comply with the Occupational Testing Policy, which is attached as Annex 9.

Presentations

Presentations are frequently used as a selection tool, particularly in senior jobs. The applicant is provided with a topic and given a strict timeframe to deliver a presentation on that topic. The method of doing this can vary as part of the testing process. The presentation topic can be sent with the interview letter, or it can be given to the applicants on the day of the interview and a set period given to prepare the presentation before the interview.

Which methods are suitable for a particular job?

When determining which selection method is most appropriate, it is necessary to consider the requirements of the job, through analysis of the job description and person specification, and what skills, experience and aptitudes are being sought. More than one selection method may be appropriate for any aspect of a particular job and the person specification should identify what those methods of selection are going to be.

E4 PREPARING FOR THE INTERVIEW/SELECTION TESTS

Informing the Candidates

- (i) Give candidates at least seven working days notice of the interview/selection tests.
- (ii) Write to all candidates informing them of:
 - date, time and venue of interview (enclose map of location and access details, if appropriate)
 - any selection methods which are to be used in addition to the interview including, where appropriate the areas that will explore their suitability of working with children and test information.
 - names and post titles of Selection Panel

- estimate of how long the interview, selection tests, etc will take
 - dates reserved for any further stages of the process if necessary (e.g. second interview)
 - the need for qualification certificates and other documents (e.g. driving licence) relevant to the job to be presented at interview
 - a person to contact if they have any particular individual requirements to enable them to take part in the recruitment process e.g. wheelchair access, communicator, mentor.
 - remind candidates those identity checks that will be completed on any successful candidates, e.g. identity, pre employment medical, CRB etc.
- (iv) Encourage school leavers to bring along their National Record of Achievement.

Administration for Interview

- (i) Book accommodation - ensure that it will be free from interruptions. Ensure that the room has the required equipment e.g. powerpoint, and is set up in an appropriate manner.
- (ii) Ensure that there are reception and waiting facilities and, where possible, that these are in a quiet area.
- (iii) Book refreshments.
- (iv) Ensure that the Interview Panel has a copy of all application forms, the advertisement, a list of candidates, person specification, job description and the schedule of arrangements.
- (v) Ensure there is a qualified/approved person available to administer selection tests.
- (vi) Ensure interview expenses forms are available (where applicable).
- (vii) If appropriate, arrange for car parking space to be available for candidates.
- (viii) Ensure the venue is accessible to disabled candidates and that any adjustments that have been requested are available e.g. hearing loop.

If a candidate is not available on the day of the interview it is good practice to rearrange the interview. However, if you cannot agree a date for the interview within a reasonable timeframe you may feel that you have to disregard the candidate in the selection procedure.

E5 CONDUCTING THE SELECTION INTERVIEW

- (i) The Panel must each have a copy of the job description, person specification and interview assessment sheets. **Preparation for the interview is essential** and the Panel must meet in advance and allow sufficient time to plan the structure, conduct and content of the interview, agreeing questions and reminding themselves of the rating method to be used.

All members of the Panel must be free from other commitments during the interview period. All the Panel members must be involved in each interview to ensure consistency.

- (ii) In the interests of equity, all candidates must be asked to respond to the same range of pre-determined questions that relate to the criteria on the person specification. These questions will, however, need to be followed up by additional relevant questions which will probe or clarify a response or statement made by a candidate to enable the Panel to thoroughly assess each candidate's suitability and to probe more deeply into a candidate's skills and experiences. The panel may also ask questions about information on the application form, which supplements the response made by the candidate.
- (iii) Questions based on assumptions regarding personal circumstance must not be asked. If it is considered necessary to assess whether personal circumstances will affect performance (e.g. jobs involving unsociable hours or requiring mobility etc) questions should be objective, related to the job requirements and the applicant's ability to meet those requirements. Such questions must be asked of all applicants.
- (iv) Attendance records should be discussed with all applicants at the interview stage. Past records should be examined and challenged where necessary but should not be used to assess suitability for the specific role.
- (v) Issues should be explored during interview relating to safeguarding and promoting the welfare of children and young people including where appropriate:

Motivation to work with children and/or young people; ability to form and maintain appropriate relationships and personal boundaries with children and young people; emotional resilience in working with challenging behaviours; and attitudes to use the authority and maintaining discipline.

- (iv) It is recognised that where a school leaver has brought along his/her National Record of Achievement, it may not be possible to fully examine it during the interview. Therefore, arrangements must be made for it to be examined once the interview has ended but before a selection decision has been made ensuring that it is returned to the candidate as soon as possible.
- (v) Applicants may also wish to bring other information into the interview with them such as notes and aide memoir etc to assist them in telling you about their experiences.
- (vi) Where an applicant has identified him/herself as disabled, the interview must still be solely concerned with the candidates' aptitude for the job and his/her ability to carry out the tasks required. If there is uncertainty about how a candidate might carry out a particular aspect of a job because of a disability, it is reasonable to ask the candidate, providing such questions are not used to make disabled candidates give a greater proof of their abilities. Possible adjustments can be discussed; be open to suggestions about how jobs or working arrangements might be done differently. Disabled people will usually be the experts on the effects of their impairment and how these can be overcome.
- (vii) When the Panel has concluded its questioning, the candidate should be given the opportunity to ask questions and/or make a short statement in support of his/her application.
- (viii) If gaps in employment, you should explore their explanation of such gaps along with the reasons behind a history a repeated change of employment without any obvious reason, e.g. progression.

- (ix) Following the conclusion of each interview, individual members of the Panel must each assess the candidate using the Council's/School's **Interview Assessment Form R/S3** (see Appendix 9). The panel should not discuss individual candidates until all candidates have been interviewed.

E6 MAKING THE DECISION

Once all the individual assessments have been recorded the panel will discuss their ratings with the objective of reaching an overall consensus on the final ratings to be awarded to each candidate. These must then be recorded separately using the Interview Assessment Form R/S 3 again but marking clearly on the top of the form "**Agreed Interview Assessment**".

Where a presentation has been part of the assessment, panel members will need to share their assessments of this at this stage. These will have been recorded on the Council's **Presentation Assessment Form R/S4** (Appendix 10).

The findings from all selection methods used, including the interview, should be considered collectively and then, based on all the evidence, the Panel should reach their final decision.

Candidates should be ranked in an order relative to the outcome of the interview/selection tests: should the successful candidate decline the offer of appointment, the Panel may wish to offer the post to the next candidate in the rank order.

Once a decision has been made a conditional offer of employment should be made to the employee verbally and once verbally accepted, followed up in writing. (See section F)

All records of the interview process must be retained on file **for twelve months**.

In order **to confirm the Panel's final decision**, references should now be sought and consulted.

A firm offer of appointment must not be made unless satisfactory references and other pre employment checks have been obtained. Candidates who are in employment must be advised not to give notice to terminate their current job until (where appropriate) confirmation of satisfactory reference, medical clearance and/CRB (Criminal Records Bureau) clearance has been given.

E7 REFERENCES - ALL POTENTIAL EMPLOYEES

References must only be used to confirm the final recruitment decision of the Selection Panel and must not be examined until this stage has been reached.

A minimum of two written references should be requested (one must be latest/current employer). Where such references do not cover the last 2 years, further references must be obtained to cover this period. Any gaps in employment must be clarified.

References should be sought after a conditional offer of employment has been made (see F). It is possible for references to be sought prior to interview to speed up the process. Any references that are sought prior to interview should not be viewed until after a conditional offer of employment has been made. **Where candidates have stated on their application form that they do not wish their referees to be contacted prior to interview this must be honoured.**

Reference requests should seek to obtain verifiable information and not subjective opinion. To get the best value from the reference source you must provide the referee with information about the vacancy, the duties involved and the personal characteristics sought, i.e. the job description,

person specification, JA1 and where applicable, the JA2. School's standardised "**Request for Reference Questionnaire and Covering Letter**" (Appendix 11) should be used.

Verbal references must not be sought or accepted unless confirmed in writing.

In addition the contents of references verification must be sought by speaking directly to each referee, covering a minimum period of the last 2 years. All references should be signed and dated to confirm this check has happened.

If an applicant asks (or names) someone currently employed by the School to be a referee and that person is a member of the selection panel, he/she must refuse and/or ask the applicant to seek another referee.

General Scrutiny of References

References should be checked upon receipt to ensure that all specific questions have been answered satisfactorily. Should all questions have not been answered or the answers are vague, confusing or non specific. The referee should be contacted and asked to provide written answers or amplification as appropriate.

The information given should be compared with the application form to ensure consistency of information provided by both parties. Any discrepancies should be taken up with the applicant and referee if appropriate.

Additional scrutiny of references from referees where the applicants past post involved working with children.

Any information provided regarding disciplinarys, allegations or conduct, should be considered on an individual basis.

General guidance is as follows:

- a) Cases which where satisfactorily resolved some time ago, or an allegation determined to be unfounded or did not require disciplinary formal sanctions, and in which no further issues have been raised, are less likely to be cause for concern.
- b) More serious or recent concerns, or issues that where not resolved satisfactorily are more likely to cause concern.
- c) A history of repeated concerns or allegations over time is also likely to give cause for concern.

Unsatisfactory References

There is no contractual obligation to employ the person if one or more of the references turns out to be unsatisfactory. There is also nothing restraining the employer from making further and appropriate enquiries of the provider of the reference, the applicant, or anyone else. Any further information supplied should be confirmed in writing.

A job offer can be withdrawn if the conditions on which employment were offered e.g. satisfactory references, CRB clearance or medical etc. have not been met. In these circumstances the candidate should be told that the job offer has been withdrawn and the reason for the withdrawal. If the withdrawal is due to unsatisfactory references then and the candidate requires further information then they should be referred back to their previous employer. The School has no further obligation towards them.

Refusal to Supply a Reference / Non Return of Reference

Where a request has not been responded to, every effort should be made to obtain references including contacting previous employers by telephone. If a reference cannot be obtained then the applicant must be asked to contact their previous employer themselves. If there is still no response, ask the applicant for an alternative referee in the same organisation.

If all options have been exhausted then it is down to the school's discretion as to whether to employ the applicant. If all other references are positive then it may be that an applicant is employed, however, if there is any doubt then the School may decide that they are unable to employ the applicant.

F AFTER THE SELECTION PROCESS

F1 OFFER OF APPOINTMENT

The selected candidate should be offered the post verbally as soon after the decision as possible. The offer must then be confirmed in writing. All offers of appointment must be made subject to satisfactory references, confirmation of qualifications, medical clearance, confirmation of eligibility to work in the UK and criminal records bureau disclosure (as appropriate). The candidate must be advised not to give notice to terminate their current job until confirmation of these has been given.

F2 CRIMINAL RECORDS BUREAU DISCLOSURES

The School has a duty to undertake a check on criminal records for those potential employees whose posts would involve responsibility for children and/or other vulnerable groups or posts that are exempt from the Rehabilitation of Offenders Act 1974. This is referred to as a Disclosure and is obtained via the Criminal Records Bureau (CRB).

The requirement for the disclosure and its level should be detailed in the advertisement for the post. A Disclosure Application form should only be given to individuals who are offered an appointment and arrangements made for the Schools designated CRB representative to interview them.

Enhanced Disclosure are requested for all posts within all schools as the post holder may or would be required to work, **unsupervised**, with children.

This is the most comprehensive level of Disclosure. If pertinent the Disclosure will contain information about current and 'spent' convictions, cautions, reprimands or final warnings. It may also contain information about those banned or considered as unsuitable to work with children and could also include information from local police records. Where local police records contain additional information that might be relevant to the post the applicant is being considered for, the Chief Officer of Police may release information for inclusion in an Enhanced disclosure. Exceptionally, in a very small number of circumstances (typically to protect the integrity of current police investigations), additional information may be sent under separate cover to the Countersignatory and will not be revealed to the applicant.

Children's Service's have CRB countersignatures that are registered with the CRB to complete a Disclosure Application Form. The Lead Countersignatory is the Human Resources Manager, Children's Services. Further information can be found in **Appendix 1**.

Commencement of employment is **not permitted** until a Satisfactory Enhanced CRB Disclosure has been obtained.

EXCEPTION Headteachers have the discretion to allow an individual to begin work within their School pending receipt of the CRB disclosure. A CRB application form must be in process, an appropriate risk assessment must have been completed, the individual must be appropriately supervised and all other checks completed, including List 99 and Independent Safeguarding Authority Scheme (ISA) after Winter 2008

CRB disclosures obtained outside of Sefton Council's Children's Services are non-transferable for any post within School.

Further information regarding Criminal Records/convictions and rehabilitation periods can be found at Appendix 2.

Please contact the HR team for further advice on CRB policy and procedure.

F3 INDEPENDENT SAFEGUARDING AUTHORITY.

The Independent Safeguarding Authority (ISA) is a new scheme that has been introduced following the publication of Vulnerable Groups. Anyone who as part of their role has contact with children is required to be registered with this scheme in order to work with children. The scheme will also register those who are barred from working with children.

From Winter 2008 (subject to parliamentary approval) the ISA scheme will begin to be rolled out. Further guidance regarding this will be made available to schools from the Schools HR Team and is available at www.isa.gov.uk.

F4 OTHER PRE EMPLOYMENT CHECKS.

I. Medical.

Without exception pre employment medical clearance must be sought and obtained prior to taking up employment/appointment.

Schools are responsible for ensuring that new employees receive the appropriate forms.

II. Proof of identity.

Identity checks should be carried out on all employees prior to commencement of employment. Such checks include sighting of the following:

- Birth Certificate/passport/Driving licence
- Marriage certificate
- Photographic identification
- National insurance number
- Immigration Status
- Proof of address

III. Qualifications and Professional Registrations.

Proof of relevant qualifications should be obtained prior to a new employee/appointee commencing their employment/appointment.

For posts that require professional registration, evidence that the employee is registered to the relevant body, should be obtained prior to their commencement of employment/appointment.

For example:

A teacher is required to be registered with the General Teaching Council.

Such Checks (i – iii) will be sought by the Recruitment team although it would speed up the process for any documentation sighted by the school to be copied, certified and sent to the Recruitment team

Induction period for teachers

Verification of successful completion of Induction period is required for teachers who have obtained QTS after 7th May 1999.

F5 WORK PERMITS / ILLEGAL WORKING

The Immigration, Asylum and Nationality Act 2006 sets out the law on the prevention of illegal working. It makes it a criminal offence to employ someone who has no right to work in the UK or no right to do the work you are offering. It also gives employers a statutory defence against conviction for employing an illegal worker and obliges employers to ensure that their recruitment practices do not discriminate against individuals on racial grounds.

There are three steps that must be carried out before a person begins working for the Authority:

1. The potential employee must provide

- One of the single documents, or two of the documents in the specified combinations given from List A (List can be found in Appendix 12); OR
- One of the single documents, or two of the documents in the specified combinations given from List B (List can be found in Appendix 12)

ONLY ORIGINAL DOCUMENTS SHOULD BE ACCEPTED.

2. Reasonable steps must be carried out to check that the documents are valid and that the person named in the document is the potential employee.

3. Make a photocopy or a scan of the relevant pages including the front cover, pages which give personal details and pages containing UK government stamps. Keep a record of all documents that have been copied.

The copies of these documents must be kept on the individual's personal file as they could be subject to audits by the Border and immigration Agency.

If these checks have been carried out and it has been established that the potential employee is not permitted to work then employment must be refused to that person. It is up to the potential employee to demonstrate that he/she is permitted to do the work that you are offering.

Workers from European Economic Area (EEA) countries can enter and work in the UK without any restrictions (further information in Appendix 12). Workers from eight countries (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia) fall within the Workers Registration Scheme which means that they must register with the Home Office when they start work. They do this by sending a form and their contract of employment to the Home Office. Once the worker has been successfully registered the Home Office will send the employer a copy of the registration certificate which should be retained on file.

F6 UNSUCCESSFUL CANDIDATES

It is good practice to notify candidates that they have been unsuccessful as soon as possible and to offer them constructive feedback, including feedback on how they performed in any selection tests used.

Feedback on the whole selection process should be available from the Chair of the Selection Panel or, in the case of a Member appointment, from an agreed officer who advised the Panel. Information about other candidates' applications must not be given, however the name of the successful candidate can be given out if requested.

F7 WHAT IF THERE ARE NO SUITABLE CANDIDATES

There may be occasions where the recruitment and selection procedure has been carried out but there are no candidates that fit the criteria. In these cases there must be a thorough review of the process to identify issues that could have been approached in a different manner. For example, the wording of the person specification may need revising or the role may need advertising in specialist publications.

Another alternative maybe to look into the capabilities of existing employees to determine if extra training could fill the skills gap caused by the vacant post. A selection procedure must be followed if there are a number of employees who could potentially fulfil the role.

F8 RECORD KEEPING

Recruitment information must be kept securely for a twelve-month period after the selection process (or for 24 months for a statutory officer such as the Finance Director).

The recruitment and selection paperwork relating to the successful candidate should be kept on his/her personnel file.

G THE NEW RECRUIT

G1 COMMENCING EMPLOYMENT

As soon as the relevant 'offer' conditions have been met, a start date should be agreed with the successful candidate. Written confirmation of this including the date, time and place of reporting and name of the person who will meet the successful candidate should be sent. Ideally, as a matter of good practice, some indication should be given of how the first day/week will be spent including induction arrangements. An external appointee will also need to be sent details of the Local Government Pension Scheme/Teachers Pension Scheme, Bank Authority Credit Form, with a request for Income Tax Form P45 and a copy of his/her birth certificate to be submitted as soon after appointment as possible.

The Recruitment team is responsible for ensuring that all relevant employee details are placed on the Personnel System (Resource Link).

Schools are responsible for ensuring that the relevant employment details are placed on the Schools Information Management System (SIMS)

Every encouragement should be given to the new employee for them to also supply relevant equality monitoring information.

Arrangements should be made for the reception and induction of the new employee.

G2 STATEMENT OF PARTICULARS

Children's Services and Controlled Community Schools and Children's Centres.

A written statement of particulars must be issued to a new recruit within 2 months of their start date. The statement outlines the basis of the employment contract and includes specific and general information.

The Recruitment Team can produce a pro-forma Statement of Terms and Conditions of Employment from the Authority's Resource Link system.

Voluntary Aided Schools and Children's Centres

Voluntary Aided Schools are responsible for providing employees with a written statement of particulars within 2 months of their start date in accordance with the Employment Rights Act.

G3 REASONABLE ADJUSTMENTS FOR DISABLED PEOPLE

Reasonable adjustments may be required for new employees with a disability. For example, a specific computer keyboard or voice-activated software may be required to enable an employee to perform their duties. Funding maybe available from Access to Work on 01204 516480.

G4 INDUCTION

Good Induction of all new entrants (and job movers) is essential. Without proper induction staff are less likely to work as efficiently as they otherwise could, not because they do not try or want to, but because they do not have the necessary information, knowledge, skills and confidence.

The Line Manager/Supervisor will be responsible for ensuring that an appropriate induction programme is organised for each new recruit/job mover.

Induction should always include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and
- other relevant personnel procedures
- Child protection training is also required if relevant.

G5 PROBATION

Non teaching staff.

New entrants to the local government service are required to complete a six-month probationary period. Regular meetings between the Manager/Supervisor and new recruit during the induction period are essential in order to enable the individual's performance to be monitored and for him/her to raise any queries/concerns or seek assistance in adapting to his/her new employment. As a minimum, review meetings should be held and documented once every four weeks. Further guidance can be found in the Handbook of Personnel Procedures available on Sefton Council's Intranet.

At the end of the probationary period, the new recruit should be informed of whether or not he/she has been successful. This should be confirmed in writing.

In cases where the new employee during the probationary period is proving unsuccessful, advice should be sought from the Human Resources Schools Team at the **earliest possible stage**.

Teaching staff

All qualified teachers who are employed in a maintained school or non maintained special school in England including a maintained nursery school or PRU, must be, by law, have completed an induction period satisfactorily subject to specified exceptions. (for further information please refer to www.teachernet.gov.uk)

H REVIEW THE PROCESS

H1 REVIEW

A candidate accepting a job offer does not automatically signify that the recruitment and selection process has been a success. It is good practice to examine every recruitment exercise with a view to assessing whether anything could have been done better. Following from this, it may be possible to identify training needs or changes that need to be made to current practices. Any suggestions for improvements to the Guidelines will be welcome. Additional reviews could be carried out on which of the publications used have been most effective, what have the costs been, was the internet used to it's full effect, was the post advertised in a wide range of publications specifically for minority ethnic groups, or for people with disabilities.

H2 COMPLAINTS

Any candidate who has reason to believe that he/she has been treated unfairly or discriminated against at any stage of the recruitment and selection process will be requested to submit their complaint, in writing, to the School's Clerk to Governors.

H3 QUALITY CHECKS

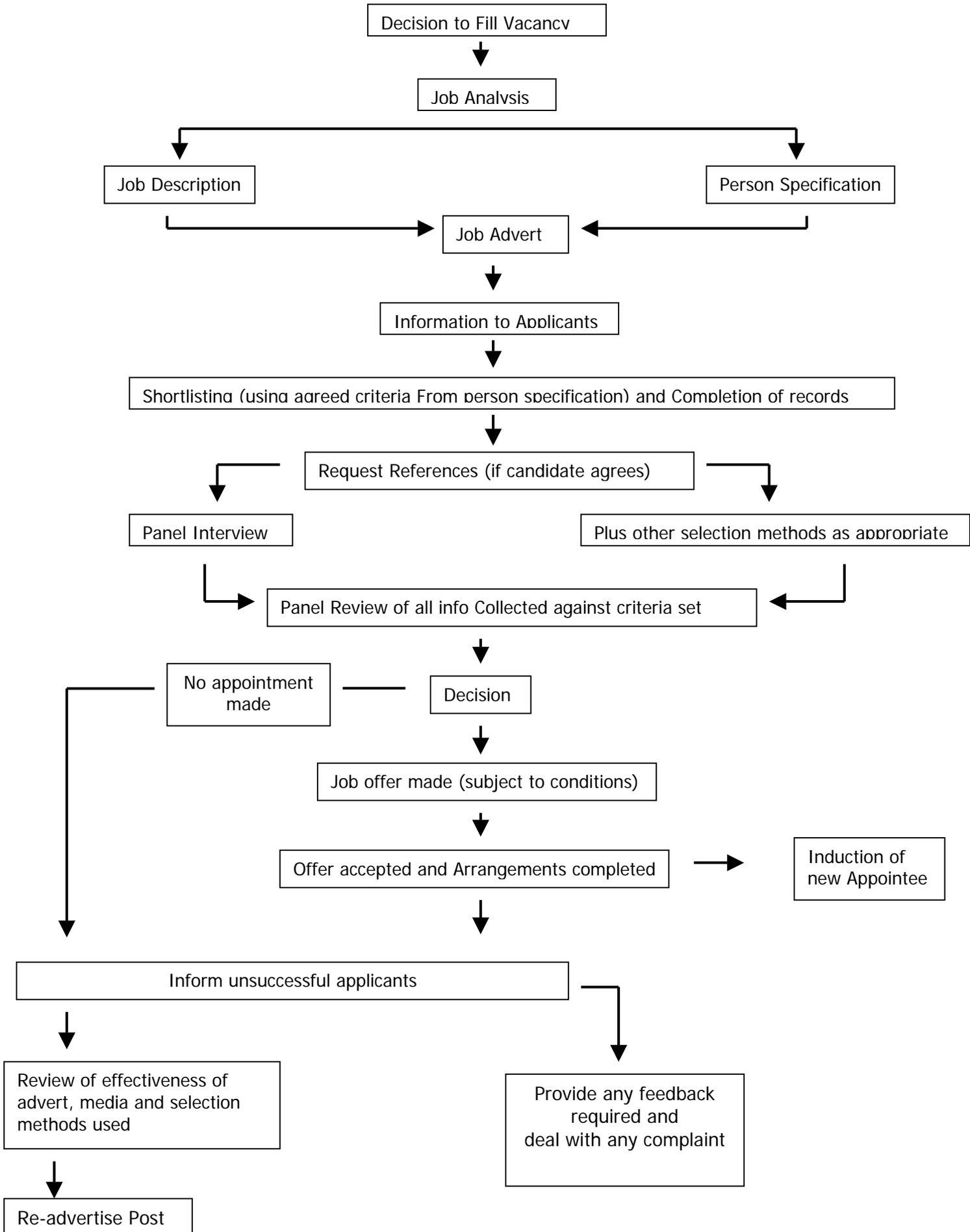
Staffing reports to Staffing Committee on a six monthly basis, including information such as turnover and new starters. Governors can use this information to monitor the success of the recruitment process. Information from Exit Interviews can also be used to monitor the recruitment process.

I LINKS TO OTHER POLICIES

All the below policies are available on Sefton Council's Intranet.

- Appointment of Permanent Employees
- Appointment of Non-Permanent Employees - Including Extension of Temporary Contracts
- Pre Employment Medical Screening Access to Medical Reports Act, 1978
- Aid to Recruitment Scheme
- Equal Opportunities Policy Statement
- Local Government Pension Scheme
- Redeployment Policy
- Recruitment Monitoring Procedure
- Probationary Periods
- Induction Policy
- Exit Interview Policy
- Job Share
- Politically Restricted Posts
- Job Descriptions
- Person Specifications

THE RECRUITMENT AND SELECTION PROCESS SUMMARY



Appendices

1. Contacts
2. Guidance on the Recruitment of People with a Criminal Record
3. Job Analysis
4. Job Descriptions
5. Person Specification
6. Response to Advert
7. Short Listing Form
8. Occupational Testing Policy
9. Interview Assessment Form
10. Presentation Assessment Form
11. Reference Request Form
12. Immigration and Asylum Act
13. DCSF Guidance on the commissioning/recruitment of agency staff.

Appendix 1

Contacts

Children's Services Teams:

POLICY GUIDANCE

Team	Contact	Title	Telephone no.
Schools HR Team:	Angela Rice	HR Manager (Schools Team)	0151 934 3287 angela.rice@cs.sefton.gov.uk
	Kathryn Hadley	HR Manager (Schools Team)	0151 934 3354 kathryn.hadley@cs.sefton.gov.uk
	Karen Holmes	HR Officer	0151 934 3466 karen.holmes@cs.sefton.gov.uk
	Joan Murray	HR Officer	0151 934 3295 joan.murray@cs.sefton.gov.uk
	Karen Dowsing	HR Officer	0151 934 3206 Karen.dowsing@cs.sefton.gov.uk
	Ellen Croft	Assistant HR Officer	0151 934 3205 ellen.croft@cs.sefton.gov.uk
	Kate Marshall	Assistant HR Officer	0151 934 3206 kate.marshall@cs.sefton.gov.uk

RECRUITMENT ADVERTISING

Contacts	Email Address
Jan Howard & Jaqui Miles	Jobsearch@personnel.sefton.gov.uk

RECRUITMENT, SELECTION AND APPOINTMENT PROCESSING:

Team	Contact	Title	Extension no./email
Recruitment/ Appointment Team:	Gemma Shiels	Assistant Personnel Officer	0151 934 3188 gemma.shiels@cs.sefton.gov.uk
	Mike Johnson	Snr. Admin Assistant	0151 934 3203 mike.johnson@cs.sefton.gov.uk
	Fiona Orman	Admin Assistant	0151 934 3235 fiona.orman@cs.sefton.gov.uk
	Isabel Henon	Admin Assistant	0151 934 3145 isabel.henon@cs.sefton.gov.uk
	Katy Johnston	Admin Assistant	0151 934 3208 katy.johnston@cs.sefton.gov.uk
CRB/Pre employment Medical:	Helen Cunningham	Assistant Personnel Officer	0151 934 3210 gemma.shiels@cs.sefton.gov.uk
	Amanda McNally	CRB Co-ordinator	0151 934 3207 amanda.mcnally@cs.sefton.gov.uk
	Claire Simons	Admin Assistant	0151 934 3111 claire.simons@cs.sefton.gov.uk

OTHER INTERNAL CONTACTS

Health Unit (Central Personnel):	0151 934 3650
Positive about Disabled People Symbol (Central Personnel):	0151 934 3379
Sefton Equalities Partnership:	0151 928 2233

EXTERNAL CONTACTS

Bootle Job Centre:	0151 944 3300
Southport Job Centre:	01704 306 000
Access to Work:	01204 516 480

Appendix 2

GUIDANCE ON THE RECRUITMENT OF PEOPLE WITH A CRIMINAL RECORD

INTRODUCTION

As a matter of good practice, all employers should have a policy and guidance on the Rehabilitation of Offenders, the contents of which should be known to all staff making recruitment decisions. In addition, the Criminal Records Bureau stipulates that all organisations registered with it must adhere to the Code of Practice which is designed to ensure that information regarding convictions is used fairly. Registered Organisations must also have a written policy on the recruitment of people with a criminal record.

This School supports the Rehabilitation of Offenders and the possession of a conviction will not necessarily mean unsuitability of employment. All cases will be examined on an individual basis and given full and fair consideration. A key element in considering the recruitment of an ex-offender will be the undertaking of a risk assessment – comparing the applicants' skills, experience and conviction circumstances with the risk criteria identified for the job – and the extent to which the Authority is bound by legal constraints.

In line with good practice and the CRB Code of Practice, this guidance can be made available to prospective employees on request.

THE REHABILITATION OF OFFENDERS ACT 1974

The Rehabilitation of Offenders Act 1974 was introduced to ensure that ex-offenders who have not re-offended for a period of time since the date of their conviction are not discriminated against when applying for jobs. The Act makes it illegal for any organisation to discriminate against an ex-offender on the grounds of a "spent" conviction. The Act states that after a period of time certain offences can be classified as "spent", which means that the person concerned is no longer legally required to disclose to prospective employers the detail of that conviction.

However, in order to protect vulnerable groups within society, there are a large number of positions and professions which are "exempted" from the Rehabilitation of Offenders Act.

Exempted posts include;

- Those involving access to vulnerable groups such as children and young people under 18, the elderly and infirm, the chronically sick and mentally ill;
- Many health service appointments;
- Jobs involving administration of justice, e.g. police, lawyers, probation officers;
- Positions associated with National security;
- Professions that have legal protection, e.g. nurses, doctors, accountants and other financial services.

A full listing of exempted occupations is available from the Human Resources Schools Team upon request.

Where applications are made to such posts the School is legally entitled to ask applicants for details of all convictions irrespective of whether they are deemed "spent" under the Act.

The length of time required for an ex-offender to become rehabilitated depends on the sentence received and the age when convicted.

Annex 1 provides full details of the various rehabilitation periods. Once the defined period has lapsed the conviction is “spent”.

(It should be noted that any custodial sentence of more than 2½ years can never become “spent”).

Cautions, reprimands and final warnings are not considered to be criminal convictions and so are not covered by the Act. Consequently, they are “spent” immediately and can, therefore, only be considered in relation to exempted posts.

THE POLICE ACT 1997

Part V of the Police Act 1997 includes measures that enable all organisations to obtain criminal record information about prospective employees and volunteers from a centralised source. Criminal record checks (known as Disclosures) are carried out by the Criminal Records Bureau (CRB).

Enhanced Disclosure

This is the highest level of check available to anyone involved in *regularly caring for, training, supervising or being in sole charge* of children or vulnerable adults. It is also available in certain licensing purposes and judicial appointments. Enhanced Disclosures contain current and spent convictions, cautions, reprimands and warnings held on the Police National Computer. If the post involves working with children or vulnerable adults, the following may also be searched:

- Protection of Children Act (POCA) List
- Protection of Vulnerable Adults (POVA) List
- Information that is held under Section 142 of the Education Act 2002 (formerly known as List 99)
- Any relevant and proportionate information held by the local police forces.

Offers of Employment

An offer of employment to regulated and exempt posts will be subject to the receipt of a satisfactory disclosure via the Criminal Records Bureau. Job advertisements and job descriptions will make reference to whether the position is regulated and exempt from the provisions of the Rehabilitation of Offenders Act.

Information in relation to obtaining a disclosure will be provided in recruitment documentation.

PROTECTION OF CHILDREN ACT 1999 AND THE CRIMINAL JUSTICE AND COURT SERVICES ACT 2000

Under the Protection of Children Act 1999 and the Criminal Justice and Court Services Act 2000, it is an offence to offer employment that involves regular contact with young people under the age of 18 to anyone who has been convicted of certain specified offences, or included on lists of people considered unsuitable for such work held by the Department for Education and Employment and the Department of Health. It is also an offence for people convicted of such offences to apply for work with young people. Specified offences include murder or

manslaughter, rape, grievous bodily harm and a number of sexual offences involving children. Further details are available from your Human Resources Team.

IMPLEMENTING FAIR PRACTICE FOR RECRUITING PEOPLE WITH A CRIMINAL RECORD BASED ON A FULL ASSESSMENT OF THE RISKS INVOLVED

1. Gathering Information about Convictions

All applicants are informed that if the position they are applying for is regulated and exempt from the provisions of the Rehabilitation of Offenders Act 1974 they must not withhold information about convictions which for other purposes are 'spent' under the Act.

Applicants are invited to disclose any such details under confidential cover (in an envelope attached to the application form) and the information provided must be treated in the strictest confidence.

As with any job selection process, the first step should be the assessment of the applicant's relevant skills, experience, qualifications and ability to do the job. All applicants should be judged on merit and the question asked – do they meet the requirements identified in the person specification?

Such information provided should not be viewed until after a conditional offer of employment has been made.

2. Applicants should be given the opportunity to discuss disclosure information before a final recruitment decision is made as part of a post-interview process

After full consideration of the information provided, discussion with the candidate and a risk assessment should a decision be made of whether to proceed with the offer.

Any references regarding offence information provided by the applicant can be taken up, for example from a probation officer or specialist employment organisation. Only after a full assessment of the applicant has been completed and a decision made about the person's ability to do the job should criminal conviction and, if relevant, other criminal record information be checked and verified using the Disclosure service.

Any job offer should only be made subject to checks such as references, medical information, qualification status (if applicable) and an Enhanced CRB Disclosure. It is at this stage that Disclosure information will be requested from the CRB.

If the information provided in the Disclosure contradicts that provided by the applicant, this should be discussed with the applicant in person as part of a post-interview process and the applicant given the opportunity to explain the situation before a final decision is made. It may be that the Disclosure contains information the applicant was not asked about during the interview, or the applicant was unaware they had a criminal record. It may be they have been given inaccurate information. (Sentences of the court can be extremely complex and offenders do not always understand the nature of the sentence(s) they have received). Or, it may be that the information contained in the Disclosure is inaccurate and requires clarification with the CRB.

Applicants have a right of appeal to the CRB if they feel that any information contained in their Disclosure is inaccurate.

3. Assessing the relevance of Criminal Records

The suitability for employment of a person with a criminal record will vary, depending on the nature of the job and the details and circumstances of any convictions. An assessment of an applicant's skills, experience and conviction circumstances should be weighed against the risk assessment criteria for the job and the criminal record assessed in relation to the tasks he/she will be required to perform. The following issues should be taken into account:

- the seriousness of the offence and its relevance to the safety of children and young people, other employees, customers, clients and property;
- the length of time since the offence occurred;
- any relevant information offered by the applicant about the circumstances which led to the offence being committed, for example the influence of domestic or financial difficulties;
- whether the offence was a one-off, or part of a history of offending;
- whether the applicant's circumstances have changed since the offence was committed, making re-offending less likely.

If those undertaking recruitment exercises are unsure of the relevance of a criminal record or require advice the Human Resources Schools Team are available to assist.

4. Consecutive and Concurrent Sentences

An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order that these run concurrently or consecutively.

5. Overseas Information service

It is important to note that when recruiting people from overseas, the CRB does not currently access overseas criminal records or other relevant information as part of its Disclosure service. Consequently, a CRB Check may not provide a complete picture of an applicants criminal record. To help get a fuller picture of the background for applicants who have spent time overseas, it may be necessary to contact the Country concerned. The Human Resources Schools Team can provide further information to assist with such enquiries.

ANNEX 1

The Rehabilitation of Offenders Act 1974

	Rehabilitation Periods
Sentence	Age 17 or over when convicted
Prison and Young Offender Institution – sentence of 6 months or less	7 years
Prison and Young Offender Institution – sentence of more than 6 months and less than 30 months (2½ years)	10 years
Fines, compensation order, probation (for people convicted on or after 3 rd February 1995), community service, combination order, action plan, curfew order, drug treatment, reparation order	5 years
Borstal (abolished 1983)	7 years
Detention centres (abolished 1988)	3 years
Absolute discharge	6 months

Sentences for which the rehabilitation period varies

Probation order (for people convicted prior to 3 rd February 1995), conditional discharge, bind over, supervision order, care order	Until the order expires (minimum period of 1 year)
Attendance centre orders	Length of the order plus 1 year
Hospital order	2 years after the order expires (with a minimum of 5 years from the date of conviction)

These rehabilitation periods are halved for persons who are under 17 years of age when they were convicted.

NOTE:

A suspended prison sentence is treated as one that has taken effect and the rehabilitation period is the same as for the full sentence.

Any custodial sentence of more than 2½ years can never become 'spent'.

Offences committed whilst serving in the Armed Forces are treated as above.

The following rehabilitation periods are for specific types of military punishment.

Sentence	Rehabilitation Period
	Age 17 or over when convicted
For cashiering, discharge with ignominy or dismissal with disgrace	10 years
Simple dismissal from the service	7 years
For detention	5 years

FORM JA1 – JOB ANALYSIS : ASSESSMENT OF DEMANDS ON INDIVIDUALS

Job : _____ Name of postholder (*where known/applicable*): _____
 Dept./Service: _____ Location/ address : _____
 Form completed by _____ Date: _____
 (*name & position*): _____

Significant Demands Associated with the Job	Not applicable / Insignificant	Indicative Level of Significance				
		Low High				
		1	2	3	4	5
A - PHYSICAL REQUIREMENTS:						
1 - Exertion (<i>other than lifting</i>) - specify; potential during site work						
2 - Lifting – * <i>HSE guideline maximums</i>				*		
3 - Repetitive movements – specify (upper limb, lower limb, etc):						
4 - Prolonged sitting, standing or static posture						
5 - Bending, stooping, twisting or stretching						
6 - Climbing stairs						
7 - Use of ladders, scaffolding, other equipment or tasks requiring good balance						
8 - Use of respiratory protective equipment						
9 - Precise hand co-ordination/dexterity						
B - SENSORY REQUIREMENTS:						
1 - Sensory work with colours/requirements to distinguish perception of fine visual detail/good visual performance						
2 - Auditory performance (<i>hearing</i>)						
C - CONTACT/EXPOSURES:						
1 - Exposure to high noise levels – * <i>1st Action Level</i> , + <i>2nd Action Level or Peak Action Level</i>			*	+		
2 - Contact with body fluids						
3 – Contact with food/drink						
4 – Contact with animals						
5 - Contact with potentially infectious micro-organisms - specify; potential exposures during site work and from visiting clients						
6 - Exposure to hazardous substances, including sensitisers - specify the substance(s) and whether exposure is via inhalation, ingestion or skin contact; potential exposures during site work			*	+		
* <i>Occupational Exposure Standard (OES)</i> + <i>Maximum Exposure Limit (MEL)</i>						
7 - Contact with vibrating surfaces/equipment						
D - PHYSICAL CONDITIONS:						
1 - Work at height (above 2 metres)						
2 - Work below ground						
3 - Work under high/low air pressures						
4 - Adverse weather/temperatures						
5 - Work in confined spaces						
6 – Lone working (see also F7, over page)						

Significant Demands Associated with the Job	Insignificant / Not applicable	Indicative Level of Significance				
		Low High				
		1	2	3	4	5
E – EQUIPMENT:						
<u>1 - Driving – specify (car, PCV, HGV, motorcycle, other):</u>						
2 - Use of mechanical equipment						
3 - Use of visual display equipment (see Sefton's criteria for classification of display screen users)						
F - NON-PHYSICAL DEMANDS:						
1 - Managerial responsibilities (accountabilities/planning)						
2 - Decision making						
3 - Responsibility for resources – <i>specify</i> ;						
4 - Work under pressures of time/service delivery						
5 - Night work						
6 - On call/irregular/unpredictable hours/shift work/						
7 - Lone working (psychological demands & lack of immediate support)						
8 - Limited management and/or organisational support						
9 - Limited professional support from colleagues and peers						
10 - Deep concentration and/or concentration for long periods of time						
11 - Contact with client/customer group						
12 - Responsibility for people: <i>specify (staff, clients, customers etc)</i> ;						
13 - Contact with potentially abusive/violent clients or others						
14 - Exposure to emotionally or psychologically demanding situations						
15 - Work with limited/restricted resources						
16 - Potential for poor results given the level of effort/hope/input						
17 - Inappropriate working conditions/environment given the nature of tasks e.g. noise, temperature, lighting, distractions, etc.						
18 - Limited control over pace of work, work patterns, working conditions, rest breaks and interruptions						
19 - Specialist knowledge/skills						
20 - Need to undertake new or other tasks that may potentially be outside existing competencies						
21 - Mundane or routine tasks						
22 - Limited scope for development and use of initiative						
23 - Potential for lack of clarity over own job role, conflicting demands and expectations, poor understanding of job role by others						
24 - Potential for change in job role, reporting lines, team structures, job demands, etc						
<p>25 – <i>It is not realistic to assess the potential for inappropriate interpersonal behaviours or the management styles of individuals using this format. However, there are expectations:</i></p> <p><i>For behaviours to be supportive (both generally and in response to individual needs), to avoid conflict and to promote fairness.</i></p> <p><i>That anyone with genuine reason to believe that inappropriate behaviours may be occurring can report them without fear of detriment (note that malicious reporting would itself be treated as inappropriate behaviour).</i></p> <p><i>That reports can be made through an appropriate route given the nature of the concerns (e.g. it is not necessary to always use line management channels).</i></p> <p><i>That appropriate investigations will be undertaken as soon as there is reason to believe that inappropriate behaviours have occurred, or are occurring, and that these investigations will culminate in appropriate remedial actions without delay.</i></p>						
G – OTHER (include any demands that are peculiar to the job):						
<u>1-</u>						
2 -						
3 -						
4 -						
5 -						
6 -						

CONFIDENTIAL

YES

NO

FORM JA2: ISSUE : 1 - DATED : SEPTEMBER 1999

JOB ANALYSIS: PROTECTING AGAINST HARMFUL WORK DEMANDS (NON-PHYSICAL)

SECTION (1): TYPE OF ASSESSMENT (circle the appropriate letter):

- (a) **General assessment:** The demands placed on individuals by work should be assessed for all posts using form JA1. Where demands are high (rated 3 or above on form JA1), or it is otherwise appropriate, a detailed written assessment should be produced that covers the ways in which demands will be controlled and managed. This form should be used for non-physical demands. Alternative documentation should be used for assessment of physical demands, however they should be considered here in so far as they have a potential to affect mental wellbeing.
- (b) **Where a problem has been identified:** Despite the actions taken following a general assessment, problems will occasionally arise. These may become evident through several routes e.g. absence rates, staff complaints, information received via the Personnel Department or Occupational Health, exit interviews, staff turnover rates, etc. Once a problem has been identified reasonable and appropriate action must be taken to resolve issues and/or avoid recurrence this may go beyond that identified in a general assessment. Where issues involve personal relationships or are otherwise sensitive it may be appropriate to treat this paperwork as confidential.
- (c) **Individuals' susceptibility:** Some individuals may be less able to cope with work demands than would usually be expected. This may be because of a medical condition, a mental health condition or circumstances outside work (e.g. caring for dependants, bereavement, divorce, etc.). Existing staff may become susceptible if their circumstances change, alternatively susceptibility may be discovered during recruitment procedures (e.g. at interview or through pre-employment medical checks). Where appropriate and reasonable, supportive actions that go beyond those that are identified through the general assessment, must be taken.

Notes: *The onus is on ensuring that all reasonable support is provided and all reasonable actions are taken. This may include the use of existing policies and/or the development of actions that are specific to each problem. You should be able to justify why actions have or have not been taken. In deciding what is reasonable, consideration should be given to;*

*the needs of the individual; effect on colleagues; the needs of the service;
the period of time over which the provisions will be necessary; costs and gains (in terms of finance and resource).*

For (b) and (c), attach a copy of the general assessment (a), where one exists.

SECTION (2): Identify the jobs and/or people to which the assessment relates - (Department/Section/Establishment/Team/Post Names and/or Individuals/etc).

SECTION (3): Describe:

- * the nature of the post and how it may affect mental well-being; and/or
- * the nature of the problem that has arisen/been identified; and/or
- * the exceptional circumstances/susceptibilities of the individual.

SECTION (4): Describe:

- * the procedures, controls and support that are (or will) usually be used to avoid harm to mental well-being; and/or
- * the additional procedures, controls and support that will be used where a problem exists or where an individual experiences exceptional circumstances or susceptibilities.

Note: *Where you feel that it is not possible to adequately control demands (or problems), you should seek advice from your Department's Health and Safety Adviser or Personnel Officers. Alternatively, you may seek advice from the Personnel Department (Health Unit or Personnel).*

SECTION (5): Record:

- * the name, job title and department of the assessor; and
- * the date of the assessment.

Note: *Additional sheets should be attached as necessary*

**SEFTON METROPOLITAN BOROUGH COUNCIL
FORMAT JOB DESCRIPTION**

Department:

Location:

Division:

Post No:

Section:

The basic details of the job

Post:

i.e. Department, Division, Sefton Location, official designation, grade, post number

Grade:

Responsible To:

The designation and grade to whom the postholder reports

Responsible For:

The designation and grades of posts supervised by the postholder

JOB PURPOSE

The main aims and objectives of the job, each summarised in one sentence, if possible

MAIN DUTIES

List of statements briefly describing the main duties of the job, each item normally consisting of one sentence, in the following form:

ACTION VERB

Develop.....

OBJECT OF ACTION

..... systems and procedures

END RESULT

..... to process all incoming invoices

Below is a list of useful ACTION VERBS

Policy Jobs

Management

Specialist

Specific

General*

Approve

Achieve

Analyse

Check

Administer

Authorise

Assess

Appraise

Collate

Assist

Define

Attain

Enable

Distribute

Control

Determine

Ensure

Forecast

Issue

Co-ordinate

Develop

Identify

Interpret

Obtain

Liaise

Direct

Implement

Justify

Operate

Supervise

Establish

Improve

Propose

Perform

Plan

Increase

Recommend

Process

Prepare

Maintain

Support

Provide

Monitor

Submit

Review

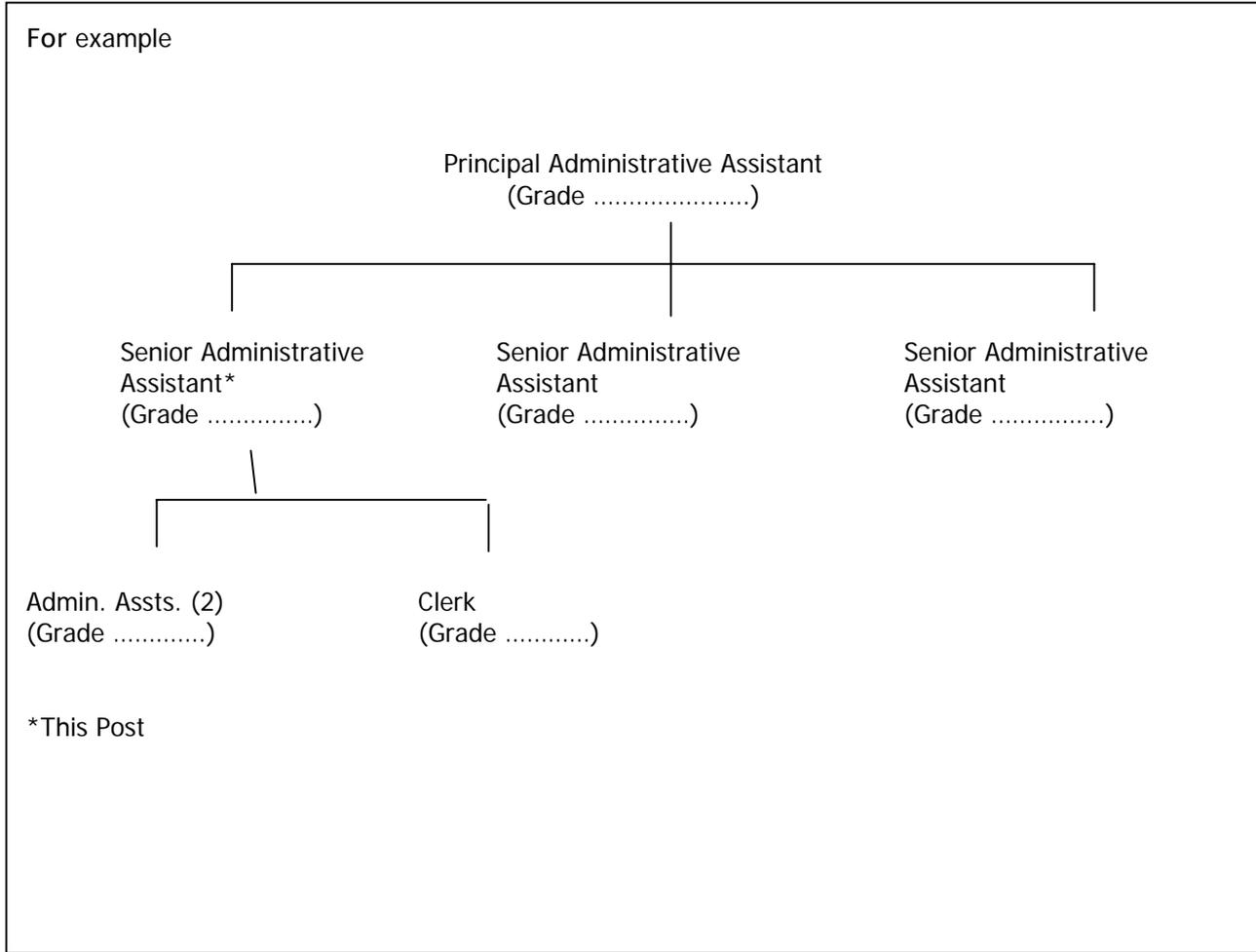
Supply

* These verbs are rather imprecise and should only be used when absolutely necessary

MAIN DUTIES (continued)

ORGANISATION CHART

Describe, in the form of a diagram, the reporting relationships in the Section in which the job is located. (The diagram should be restricted to the supervisor and the immediate subordinates of the post). Job titles and grades must be shown. The post to which this job outline relates should be identified with an asterisk.



QUALIFICATIONS AND EXPERIENCE

Essential

Detail the essential qualifications and/or essential experience required to enable an individual to adequately perform the work outlined. This will normally be the minimum standard required on appointment to the job. You must be able to justify the criteria you select as essential and take care that you do not put anyone at a disadvantage, i.e. an applicant with a disability who may be able to fulfil the minimum criteria of a job with reasonable adjustments.

Desirable

When relevant, include the qualifications and/or experience it is desirable for an individual to possess over and above those regarded as essential for the best performance of the job.

SPECIAL CONDITIONS (if applicable)

eg car and telephone allowances unless mobile phones are provided, in which case this allowance would not apply, requirements to work outside normal office hours, shift allowance etc.

Due to the nature of the work involved, this post is "exempt" from the provision of the Rehabilitation of Offenders Act 1974 by virtue of the ROA 1974 (Exceptions) (Amendment) Order 1986

GENERAL:

These statements must appear in all job descriptions

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health & Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure appropriate improvements are made where necessary.

The School has an approved equality policy in employment and copies are freely available to all employees. The post holder will be expected to comply, observe and promote the equality policies of the Council.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Note: Where the postholder is disabled, every effort will be made to support all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job.

Other optional paragraphs

Since confidential information is involved with the duties of this post, the postholder will be required to exercise discretion at all times and to observe relevant codes of practice and legislation in relation to data protection and personal information. **(Please note this must be included in posts that have access to Contact Point)**

Undertake, and participate in training, coaching and development activities, as appropriate.

This is a new post. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Prepared by: **Name**

Designation

Date

It is important that all job descriptions are dated and indicate the author

NOTE:

Advice and assistance is available from your Human Resources Team on the preparation of job descriptions

APPENDIX 6
RECORD OF RESPONSE TO ADVERTISEMENT FORM R/S1

Department	Section	Post Ref. No
Job Title	Grade	Closing Date
Total App. Forms Sent Out	Total App. Forms Returned	Total Monitoring Forms Returned

Form No.	Applicants Name	Address	Learned of Vacancy Via				Date App. Form Sent	Date Returned	Monitoring Form Returned	Short Listed	Appointed

THE PERSONNEL DEPARTMENT

SHORTLISTING FORM R/S 2 - EXPLANATORY NOTES

This form must be used by the Shortlisting Panel.

Before examining any application forms, the Panel should discuss and agree the relative importance of each of the desirable criteria and rate them. The essential and desirable criteria should be taken from the person specification and listed at the top of the shortlisting form in the spaces provided. Only criteria which can be assessed from the application form must be considered.

Stage 1 - Individual Assessments

Members of the Shortlisting Panel must **individually** read and assess each application form against the person specification and record their findings on this form.

- (i) Eliminate all applicants who do not meet the essential criteria set out in the person specification - in relation to the essential criteria an applicant must meet all these requirements in order to proceed any further.

Essential requirements should not be rated - the question is simply whether or not the candidate does or does not comply with the requirements. Panel members should indicate this by placing a tick or cross in the box provided.

- (ii) Where applicants meet the minimum criteria and identify themselves as disabled, meeting the minimum criteria, they must not be subject to any further shortlisting.
- (iii) Where there is a large number of applicants who satisfy the essential criteria, it will be necessary to examine the desirable criteria (except for disabled applicants, see above). The desirable criteria will have been rated, by the Panel, to draw up a profile which best matches the job description.

Applicants should be rated according to how well they meet the desirable requirements of the post in the following way:

A	=	Comprehensively meets requirements
B	=	Partially meets requirements
C	=	Does not meet requirements at all

Those applicants whose profile is a closest match will be recommended for the shortlist.

Stage 2 - Consensus View of the Panel

Once the shortlisting panel members have individually assessed each application form, they will only then discuss their individual findings with the objective of coming to an overall consensus view. The Panel Chair should complete a new Shortlisting Form R/S2, deleting the word "individual" from the top of the form.

SHORTLISTING FORM R/S 2 – INDIVIDUAL*/CONSENSUS* (**delete as appropriate*)

		ESSENTIAL CRITERIA					DESIRABLE CRITERIA											
		/ = Satisfied: X = Not Satisfied					A = Comp Meets Requirements: B =Partially: C = Not At All											
		RANGE OF CRITERIA TAKEN FROM PERSON SPECIFICATION																
APPLICANT																	SHORTLIST	
																	Y	N

Occupational Testing Policy

Purpose of the Occupational Testing Policy

The purpose of the Occupational Testing Policy is to ensure that the use of occupational testing in Sefton Council is consistent with best practice guidelines and to reassure candidates that their individual rights are protected.

While the main emphasis of the Policy is on recruitment and selection, the same principles also apply to the use of occupational testing in areas such as, for example, management development and team building initiatives.

Definition of Occupational Test

The term occupational test is often interchanged with the terms psychological test or psychometric test, regardless of the term used, the following definition applies:

“Occupational tests are tests that can be systematically scored and administered that are used to measure individual differences (for example, ability, aptitude, personality, attainment or intelligence). They are supported by a body of evidence and statistical data that demonstrates their validity and are used in an occupational setting.” (source: CIPD)

Types of Occupational Test

Tests are designed for a purpose and the use of a particular test will vary according to the objectives of assessment. Some broad distinctions between different categories of tests used in an occupational setting (i.e. used for careers guidance, selection and development) can be made as follows:

Tests of Attainment

Are used to assess knowledge and skills acquired through education and instruction. Examples include tests of mathematics knowledge and foreign language proficiency. Such tests tend to be narrowly defined in content and targeted at the achievement of specific standards. Such tests are generally designed so there is only one correct answer to each test question. The test score is usually the total number of questions answered correctly.

Tests of Ability

Assess broader areas of what a person can do. While scores on such tests are influenced by education and training, they are not designed to assess specific areas of knowledge or skill. Examples of such tests include:

- Verbal reasoning—the ability to comprehend, interpret and draw conclusions from oral or written language
- Numerical reasoning—the ability to comprehend, interpret and draw conclusions from numerical information
- Spatial reasoning—the ability to understand and interpret spatial relations between objects
- Mechanical reasoning—understanding of everyday physical laws such as force and leverage involved in the use of tools and equipment

Aptitude Tests

Are used to assess how well an individual is likely to perform in a training programme or a job. Attainment tests, ability tests and personality tests are all used to predict future performance and so the term aptitude has more to do with prediction than with a specific category of test.

Tests of Disposition

Are used to assess how a person is likely to react emotionally to situations and other people, the types of relationships they prefer to establish with others, and the motivational factors that influence a person's actions. Tests of disposition do not usually contain questions to which there is only one correct answer. The answers given to questions reflect a tendency to interpret situations or respond to other people in particular ways. Typical qualities assessed by such tests are anxiety, sociability, perseverance, dominance, fear of failure and resistance to stress. Personality tests are the most widely known form of this type of test.

Tests of Interest and Preference

Focus on the activities, hobbies and types of work that a person might enjoy or might best be suited for. They are frequently used in career counselling to gauge priorities in life and orientation towards work to help focus a person's thinking and to suggest possibilities they may not have considered previously.

Key Characteristics of a Psychometrically Sound Test

- **Objective**—the results obtained from the test are not influenced by the administrator's personal preferences
- **Standardised**—the test is administered and scored according to standard procedures: people's scores on the test are compared to known standards
- **Reliable**—the test measures in a consistent way. The potential error is small and quantifiable
- **Valid**—the test measures the characteristics it sets out to measure. For example, a test for verbal ability should predict this area and not some other skill
- **Discriminating**—the test should be discriminating, showing clear differences between individuals on the behaviour being tested. It must not be discriminatory.

Advantages and Disadvantages of Using Occupational Tests

Advantages	Disadvantages
Standardised and objective: everyone is treated equally and therefore fairly	Internal candidates for jobs can sometimes feel disgruntled because they are being treated in the same way as external candidates
Candidates who have good "interview technique" are not unduly disadvantaged	Some candidates may be nervous about testing and will need to be put at ease
Usually quick and easy to score	Some tests are more complex to score: training is required for administration and interpretation
Typically much more reliable, consistent and free from error than other assessment methods	The initial set-up can be costly, including the initial purchase of reusable materials and training of test administrators and interpreters
Statistical research suggests that many aspects of job performance can be predicted from test results. Indeed test results seems to be much more effective in this regard than most other selection methods	There may be an initial resistance to using tests, often based on misconceptions, which need to be overcome before they can be successfully introduced into an organisation
Usage costs are low, sometimes as little as £5 per person. Because most test can be administered in groups of up to 15, there are considerable savings in time and expense	Tests may not be able to measure the "whole candidate" and will typically be used in conjunction with other information
In general, tests measure the attributes they are designed to measure very effectively	

How well do Occupational Tests predict job success?

One key attribute of any assessment method is how well it can predict job success. The following findings from Dr Mike Smith of UMIST illustrate the different predictable measures associated with recruitment and selection:

(Perfect Prediction)	
1.0	
0.9	
0.8	
0.7	Assessment Centres (promotion)
0.6	Work Sample Tests
0.5	Ability Tests
0.4	Assessment Centres (performance), biodata, personality questionnaires
0.3	Structured Interviews
0.2	Typical Interviews
0.1	References
0	Astrology, Graphology
(Chance Prediction)	

No method can perfectly predict later job success, although some assessment centres can be very good at this. The best single methods, however, are occupational tests—work sample tests and ability tests. Personality questionnaires can also be very effective. Interviews tend to be less effective, especially the typical biographical interview. Other methods such as astrology and graphology are no better or worse than chance.

Competent Test Use

All test users in Sefton Council must hold either the British Psychological Society's (BPS) Statement or Certificate of Competence in Occupational Testing Level A and/or Level B.

Being qualified at Level A and/or Level B means that the individual is able to demonstrate knowledge and understanding of the psychometric principles underlying test construction, knowledge of the types of tests that are available, when it is appropriate to use them, and is able to administer, score and interpret tests to provide accurate and meaningful feedback to others.

Level A covers the basic psychometric principles and the skills required to use attainment and ability tests. Level B covers more advanced psychometric principles and the skills required to use tests of personality and interest.

A register of qualified test users in Sefton Council is held by the Corporate Learning and Development Manager, Personnel Department.

Anyone engaging external consultants to provide occupational testing must ensure that (a) the consultant is BPS qualified, and (b) that the principles contained in the Occupational Testing Policy are followed.

Selecting Occupational Tests

Before selecting a test, users should consider the following questions:

- 1 What is the specific purpose of using a test or tests?
- 2 What specific outcomes will be achieved through testing?
- 3 Are the expected outcomes relevant to the job description and person specification?

The user then needs to select a test by obtaining satisfactory answers from the test suppliers to the following questions:

- 1 How reliable is the test?
- 2 How consistent is it as a measure?
- 3 How valid is the test?
- 4 Does it really identify the attributes or skills that the supplier claims?
- 5 What evidence can suppliers provide that their tests do not unfairly disadvantage certain groups?
- 6 Will the test seem appropriate in the eyes of those taking it?
- 7 What have previous reactions been to this test?
- 8 Has the test been used effectively in similar circumstances?
- 9 Are the norms provided by the supplier for comparative purposes up to date and appropriate for the user's requirements?
- 10 Do the norm results apply to a sufficiently representative mix of occupations, gender or ethnic groups to allow for fair comparison with the user's group?
- 11 Is the method of test evaluation and scoring appropriate to the purpose for which the test will be used?

If the answers to these questions are not available or are unsatisfactory then the test should not be used.

Checklist for Administering Tests

Test users must ensure that all candidates receive:

- 1 Advance notice that they will be required to take tests
- 2 Notice of the duration of the tests
- 3 Access to an environment free from interference in which to take the tests
- 4 Adequate information about the requirements of each test they are required to complete (including a "Test Taker's Guide" where the test supplier provides these for the selected test) and the opportunity to question any arrangements before taking the tests
- 5 Information on the arrangements for feedback
- 6 A request to contact the test user if the candidate has any special needs (e.g. visual impairment etc.) so that appropriate arrangements can be made
- 7 Information on how the test results will be used
- 8 Information on who will have access to the test results both during and after the selection process
- 9 Information on how long the results will be kept
- 10 Information on where the results will be stored

Test Administration

Test users must ensure that they follow the administration, scoring and interpretation instructions contained in the manual of the test instrument concerned to ensure that the tests and questionnaires are properly used.

Test users must ensure that no unqualified person is allowed to administer, score or interpret occupational test instruments.

Test users must keep occupational tests and questionnaires in a safe place to prevent unqualified use and other abuses.

Use of Test Results

Test users are responsible for ensuring that the implications of the test results are clear to the selection panel, including any limitations.

The results of single tests must never be used as the sole basis for decision-making, this is particularly relevant with regard to personality tests.

Test users must ensure that they use the appropriate norm tables for the candidates.

Test results must not be used for any purpose other than the one stated to be the reason for the testing (e.g. selection).

Confidentiality

Candidates will be informed as to who will have access to their test results, i.e. the test user and the members of the selection panel.

The test user will ensure that the scores and other data from testing will be kept in a locked cabinet that is accessible only to the test user.

When scores are held on computer, access will be restricted to the test user.

All candidates will be informed where and for how long the data will be stored.

Scores and data from testing will be confidentially destroyed twelve months after the testing (in line with Sefton's Recruitment and Selection Policy)

Feedback

The test user must offer all candidates feedback on their test results.

Generally, feedback should be given face-to-face, however, this may not be possible with external candidates who live away from the area. In this instance, either telephone feedback or written feedback with the opportunity to discuss it further by telephone, may be used.

The test user must use their best efforts to ensure that candidates understand the implications and limitations of the test results and the basis or theory on which the test is based.

Copyright

Test users in Sefton Council must comply with all copyright of test materials.

Breach of copyright is theft of property. It is an infringement of copyright to make a copy of any test or questionnaire component.

The reproduction of the following by any means is an offence, whether or not the reproduced materials are sold:

- Manuals and related texts
- Question booklets and all questionnaire items, whether singly or in a group
- Client report or feedback forms
- Profile charts as they appear on report forms
- Scoring templates/patterns of answers

- Software programs and accompanying documentation
- Training materials

This list is not exhaustive.

A publisher's copyrights are its most valuable property. Copyright protects authors' creative efforts and the integrity of its materials. Any infringement of copyright severely affects the ability of publishers to produce materials economically. Moreover, in the case of psychometric instruments, illegal copying of materials leads to poor control of their use, gives respondents a bad impression and can even disadvantage them.

Note: all psychometric test materials are specifically excluded from all UK Copyright Licensing Agency (CLA) photocopy licensing schemes.

Computer Software

It is also illegal to incorporate any of the components listed above into computer software used for the administration, scoring and interpretation of a questionnaire or test. The profile chart as it appears on published forms is also a copyright work, and it may not be used in a computer presentation system, even one that simply generates reports when data (scores) are input into a computer.

Monitoring

Test use should be monitored continuously to ensure it is not discriminatory, that it remains appropriate to the purpose and that norms are up to date and relevant.

Test users should be aware that testing requirements may differ over time and therefore particular tests may become less appropriate. Test users should also be aware that the effectiveness of particular tests may differ according to the situation to which they are applied.

Recognised Test Providers

ASE
 Chiswick Centre
 414 Chiswick High Road
 London
 W4 5TF
 Tel: 0208 996 3337
 Fax: 0208 996 3390
www.ase-solutions.co.uk

OPP
 Elsfield Hall
 15—17 Elsfield Way
 Oxford, OX2 8EP
 Tel: 01865 404500
 Fax: 01865 310368
www.opp.co.uk

The Psychological Corporation
 Harcourt Place
 32 Jamestown Road
 London, NW1 7BY
 Tel: 020 7424 4456
 Fax: 020 7424 4457
www.tpc-international.com

ADC Ltd
 3 Lammas Gate
 Meadow
 Godalming, GU7 3HT
 Tel: 01483 860898
 Fax: 01483 860885
www.ADCLtd.co.uk

The Test Agency Ltd
 Cray House
 Woodlands Road

Henley-on-Thames, RG9 4AE
Tel: 01491 413413
Fax: 01491 572249
www.testagency.com

Annexe A: Testing People With Disabilities

Registered Test Users are strongly recommended to obtain a copy of "Testing People with Disabilities" that is available, as a free download, from ASE at www.ase-solutions.co.uk/support.asp

Annexe B: Test User's Charter

Test Users must:

1. Follow the administration, scoring and interpretation instructions contained in the manual of the test instrument concerned to ensure that tests and questionnaires are properly used
2. Ensure that no unqualified person is allowed to administer, score or interpret occupational test instruments
3. Keep occupational tests and questionnaires in a safe place to prevent unqualified use and other abuses
4. Not sell, rent, lease, lend, exchange, give or otherwise dispose of or part with possession of test materials to anyone
5. Tell candidates how long the test results will be kept on file, and indicate to whom and under what circumstances data will or will not be released
6. Take reasonable steps to keep candidates' results confidential, only divulging them to someone other than the candidate when there is legitimate cause and with the candidate's full knowledge
7. Observe all applicable laws on the protection of personal data
8. Ensure the implications of the results are clear to the candidate and explain the limitations of the occupational test in any report
9. Use their best efforts to see that the candidate receives adequate information about the theory on which the test is based and full feedback on their results, preferably in a face-to-face setting
10. Never contravene copyright law by photocopying, computerising or adapting any part of a test or indicator, proprietary scoring system or its profile form
11. Take corrective action where bad practice or breach of copyright or infringement of trade mark is evident in Sefton Council
12. Review results regularly, including the outcome of decisions taken on them, and pay attention to differences between groups, in particular those of a different race, gender, ethnic background or who are disabled.

INTERVIEW ASSESSMENT FORM R/S3

INDIVIDUAL/CONSENSUS (delete as appropriate)

Important: Please study explanatory notes overleaf before using this form

Post: _____ Dept: _____

Candidate: _____

Panel Member: _____

Date/Time of Interview: _____

Attribute	Assessment	Comments

Attribute	Assessment	Comments

OVERALL ASSESSMENT:

CANDIDATE ASSESSMENT FORM R/S3 - EXPLANATORY NOTES

1 Attribute

The experience, skills, knowledge, etc, that have been identified on the person specification for assessment at the interview stage must be identified under this heading.

An indication of whether each attribute is essential or desirable (as shown on the person specification) must be given.

2 Assessment

This is an indication of the extent to which the candidate satisfies each attribute in the opinion of the interviewer.

The interviewing panel should agree a recording scheme **before** the interviews take place. The following is suggested:

- a) Candidate fully satisfies the specified attribute
- b) Candidate possesses the attribute but not to the extent specified
- c) Candidate does not satisfy/possess attribute
- d) Unable to assess from information sought/provided

3 Comments

A brief note should be made to support each assessment particularly where B, C or D are awarded.

4 Overall Assessment

Each interviewer should make a brief note under this heading of his/her overall assessment of the candidate in terms of whether or not the candidate has demonstrated from the interview the ability to do the job.

5 Consensus View

At the conclusion of the interview process, the panel should determine which, if any, of the candidates is the best person for the job by evaluating the outcome of the interviews together with the assessment exercises that may have been undertaken, e.g. in-tray, presentation.

Candidates who do not satisfy all the essential attributes identified on the person specification **must** be rejected.

PRESENTATION ASSESSMENT FORM R/S4
INDIVIDUAL/CONSENSUS (delete as appropriate)

Important: Please study explanatory notes overleaf before using this form

Post: _____ Dept: _____

Candidate: _____

Consensus/Panel Member: _____

Topic: _____

- Assessment: A = Fully satisfies the specified criteria
 B = Possesses the attribute but not to the extent specified
 C = Does not satisfy/possess attribute
 D = Unable to assess from information sought/provided

NB: The panel must agree the purpose of the presentation before seeing any candidates. The attributes to be assessed should be listed below.

Attribute	Assessment	Comments

COMMENTS:

PRESENTATION ASSESSMENT FORM R/S4 - EXPLANATORY NOTES

Why use a Presentation as part of the Selection Process?

Presentations are a useful method of assessing attributes that cannot easily be identified/assessed from the application form/interview etc. For example, the ability to:

- effectively communicate information verbally
- plan and structure information
- manage time
- represent the Authority at external meetings
- represent the Department at Committee/Council meetings
- influence/persuade

The presentation will also assess a candidate's knowledge and understanding of a particular issue.

In addition to the above, an assessment on the use of audio/visual aids, body language, voice, evidence of preparation, presentation style, structure is typical.

NB: When deciding to use a presentation as an assessment method, the panel must decide what attributes they will be looking to assess in relation to the person specification.

Choosing the Topic

The choice of topic must be closely related to the post in question. The length of time to be allocated will vary (10-15 minutes would usually be sufficient).

Giving Prior Notice to Candidates

Candidates must be given equal and adequate notice of the presentation, the topic to be addressed and the time to be allocated. They must also be advised of what visual/audio aids will be available, e.g. PowerPoint, OHP, flipchart.

Assessing the Presentations

The presentation assessment form has been loosely designed **in recognition of the fact that presentations will not always be used to assess the same attributes**. For example, if the purpose of the presentation is to test the candidates' knowledge and understanding of a particular issue, the panel will be focusing more on the content rather than the candidates' voice or body language.

Individual Assessments

The Presentation Assessment Panel must individually assess each candidate against the agreed list of attributes. It is suggested that applicants be rated according to how well they meet these in the following way:

A = Fully satisfies the specified attribute

B = Possesses the attribute not the extent specified

C = Does not satisfy/possess attribute

D = Unable to assess from information provided

Panel Consensus

Once members of the Presentation Panel have individually assessed each presentation, they will only then discuss their individual findings with the objective of coming to an overall consensus view.

The Panel Chair should complete a new Presentation Assessment R/S4, deleting the word "individual" from the top of the form.

Dear

Re:

Home Address:

The above named person has applied for the post of <insert post> within <School name> and has given your name as a referee.

Please find enclosed a copy of the Job Description and Person Specification in relation to this position. I have also enclosed a Pro forma, which I would be grateful if you would complete and return in the envelope provided by <date>

When completing the pro forma, please be aware that my school is exempt from the restrictions of the Rehabilitation of Offenders Act 1974 and due to our commitment to safeguarding and promoting the welfare of children and young people, we follow at minimum the guidance set out by the Department of Children, Schools and Families, with regards to Safer Recruitment.

Please ensure that any information provided is accurate and does not contain any material misstatement or omission. Any factual content of the reference may be discussed with the applicant.

To avoid any delays in the selection process, you may send your reply by fax to <NUMBER> and return the original copy in the envelope provided.

I would like to thank you for your assistance in this matter.

Yours sincerely,

**METROPOLITAN BOROUGH OF SEFTON
CHILDREN'S SERVICE'S
REQUEST FOR REFERENCE**

We are committed to safeguarding and promoting the welfare of Children and Young people
PRO FORMA

Reference for:	
Home Address:	
Post applied for:	
Location	

SECTION 1. Relationship with the applicant.

1. How long have you known the applicant?	_____ Years	_____ Months
2. In what capacity do you know the applicant?		
a) As an employee reporting to me.	<input type="checkbox"/>	
b) As a work colleague	<input type="checkbox"/>	
c) As a fellow member of a professional association.	<input type="checkbox"/>	
d) As a friend/socially.	<input type="checkbox"/>	
e) Other (please specify) _____		
3. If you have selected 'employee reporting to me' please answer the following questions:		
a) What is/was his/her period of employment?	_____ Years	_____ Months
b) What was his/her reason for leaving?	_____	
c) What is/was his/her position?	_____	
d) Did his/her role involve working with children?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e) Please provide details of applicants current salary:	_____	
f) Please provide brief outline of his/her duties:	_____ _____ _____	
g) Would you re-employ the applicant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no please specify why.	_____	

SECTION 2. Suitability of applicant.

IMPORTANT: Please ensure that you have fully read the attached Job Description and person specification before completing this section.

4. Do you believe the applicant is suitable for this role?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no please specify why:	_____	

5. How would you rate the applicant for the following:

	Excellent	V. Good	Good	Average	Poor	V. Poor
Work performance	<input type="checkbox"/>					
Timekeeping	<input type="checkbox"/>					
Honesty & Integrity	<input type="checkbox"/>					
Relationship with Colleagues	<input type="checkbox"/>					

6. Do you believe that the applicant is suitable to work with children? Yes No

If no please specify in detail why: _____

7. Considering the Job description and Person Specification, please comment on the applicants:

a) Skills and Competencies	
b) Strengths	
c) Weaknesses	

8. Do you know of any reason why we should not employ this applicant? Yes No

SECTION 3. Applicant's sickness absence record.

9. Please provide detail of the applicant's sickness absence record for the previous 2 years

From	To	Reason

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IMPORTANT: Section 4 - 5 must only be completed by employers providing a reference for the applicant who's current or previous employment involved working with children. I.e. if you have answered yes to question 3d in section 1.

SECTION 4 Applicant's work conduct and performance.

10. Please provide verifiable comments on the applicants previous :	
a) Performance	
b) Conduct	

SECTION 5 Applicant's disciplinary/allegation history

11. Please provide details of disciplinary procedures that the applicant has been subject to and which is current.				
Date of offence Dd/mm/yyyy	Offence	Action Taken	Sanction	Date of Sanction Dd/mm/yyyy
12. Please provide details of disciplinary procedures that the applicant has been subject to involving issues relating to the safety and welfare of children or young people for which the disciplinary sanction has expired.				
Offence	Detail of Sanction	Date Sanction expired	Additional Information	
13. Please provide details of any allegations raised about the applicant that relate to the safety and welfare or behaviour towards children and young people.				
Date of allegation	Detail of allegation	Detail of investigation	Details of conclusions of investigations	Details of resolution.

SECTION 6. Additional comments.

Please provide any other comments regarding the applicant that you feel are relevant

SECTION 7. Declaration.

I declare that the information provided in this reference is to my knowledge accurate and does not contain any material misstatement or omission.

Name (in capital Letters):	
Signature:	
Date:	
Position in Organisation:	
Tel No. & Extension:	
Organisation Name:	
Organisation Stamp:	

Please be aware that any factual information disclosed in this reference may be discussed with the applicant.

**THANK YOU
PLEASE RETURN TO <SCHOOL NAME/ADDRESS > IN THE ENVELOPE PROVIDED**

IMMIGRATION AND ASYLUM ACT

The following countries are part of the EEA:

Austria*	Greece*	Netherlands*	Cyprus *
Belgium*	Iceland	Norway	Malta*
Denmark*	Ireland*	Portugal*	
Finland*	Italy*	Spain*	
France*	Liechtenstein	Sweden*	
Germany*	Luxembourg*	United Kingdom*	

Those countries marked with stars are also members of the European Union.

From 1 June 2002, nationals from **Switzerland** have also had the movement and employment rights as existing EEA nationals.

Workers from European Economic Area (EEA) countries can enter and work in the UK without any restrictions.

On 1 May 2004 the following countries joined the European Union and also become part of the EEA:

LATVIA	SLOVAKIA
CZECH REPUBLIC	LITHUANIA
ESTONIA	SLOVENIA
HUNGARY	POLAND

Workers from eight countries above (Accession State workers) fall within the Workers Registration Scheme which means that they must register with the Border and Immigration Agency within one month of starting work. They do this by sending a form and their contract/letter of employment to the Border and Immigration Office (you should keep a copy of their application). Once the worker has been successfully registered the Border and Immigration Office will send the employer a copy of the registration certificate which should be retained on file.

On 1 January 2007 **Bulgaria** and **Romania** joined the EU and EEA. Workers from these countries are free to come to the UK but may be subject to worker authorisation which means they are only able to work in the UK if they hold a valid accession worker authorisation document. Workers from Bulgaria and Romania will require authorisation **before** they start work.

Documents

There are three steps that must be carried out before a person begins working for the Authority:

The potential employee must provide

- One of the single documents, or two of the documents in the specified combinations given from List A (for an ongoing right to work in the UK); OR
- One of the single documents, or two of the documents in the specified combinations given from List B (for a right to work for up to 12 months)

ONLY ORIGINAL DOCUMENTS SHOULD BE ACCEPTED.

1. Reasonable steps must be carried out to check that the documents are valid and that the person named in the document is the potential employee.

2. Make a photocopy or a scan of the relevant pages including the front cover, pages which give personal details and pages containing UK government stamps. Keep a record of all documents that have been copied.

The copies of these documents must be kept on the individual's personal file as they could be subject to audits by the Border and Immigration Agency.

Further information on how to verify documents can be found below.

LIST A – Documents which show an ongoing right to work

Any of the documents, or a combination of the documents described in List A demonstrate that the holder is entitled to work in the UK.

You should only accept original documents.

1. A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
2. A passport or national identity card showing that the holder is a national of a European Economic Area (EEA) country or Switzerland.
3. A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Officer or the Border and Immigration Agency to a national of a European Economic Area country or Switzerland.
4. A permanent residence card issued by the Home Officer or the Border and Immigration Agency to the family member of a national of a EEA Country or Switzerland.
5. A biometric Immigration Document issued by the Border and immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK or has no time limit on their stay in the UK.

Documents which provide the defence if **produced in combination**.

First combination

An official document issued by a previous employer or Government agency which contains the permanent National Insurance number and name of the person **PLUS** one of the following:

7. An immigration status document issue by the Home Officer or the Border and Immigration Agency to the holder with an endorsement indicating that the person named in it is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK OR
8. A full birth certificate issue in the UK which includes the name of at least one of the parents
9. A full adoption certificate issued in the UK which includes the name of at least one of the adoptive parents
10. A birth certificate issued in the Channel Islands, the Isle of Man or Ireland
11. An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland
12. A certificate of registration or naturalisation as a British Citizen
13. A letter issued by the Home Officer or the Border and Immigration Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the UK.

Once you have checked one of these documents from your potential employee, there is no need to ask for any further documents contained in **List B**.

LIST B – Documents which show a right to work for up to 12 months

Any of the documents, or a combination of the documents described in List A demonstrate that the holder is entitled to work in the UK for a limited period.

You should only accept original documents.

1. A passport or travel document endorsed to show that the holder is allowed to stay in the UK and is allowed to do the type of work in question, provided that it does not require the issue of a work permit.
2. A biometric Immigration Document issued by the Border and immigration Agency to the holder which indicates that the person named in it can stay in the UK and is allowed to do the work in question.

Documents which provide the defence if **produced in combination**.

3. A work permit or other approval to take employment issued by the Home Officer or the Border and Immigration Agency along with the actual permission from the Border and Immigration Agency for the person to take the employment in question. You must also ensure that the work permit applicant has been given leave to enter or remain in the UK. This will take the form of:
 - (i) a passport or other travel document endorsed to show the holder is allowed to stay in the UK and is allowed to do the work in question OR
 - (ii) a letter issued by the Home Office or the Border and Immigration agency to the holder or the employer confirming the same.
4. A Certificate of Application issued by the Home Office or the Border and Immigration Agency to or for a family member of a EEA or Switzerland stating that the holder is permitted to take employment which is less than 6 months old OR
5. An Application Registration Card issued by the Home Office or the Border and immigration agency stating that the holder is permitted to take employment.
6. An official document issued by a previous employer or Government agency which contains the permanent National Insurance number and name of the person **PLUS** one of the following:
7. An immigration status document issued to the holder with an endorsement indicating that the person named in it can stay in the UK and is allowed to do the type of work in question OR
8. A letter issued by the Home Office or the Border and Immigration agency to the holder or employer which indicate that the person named can stay in the UK and is allowed to do the work in question.

Verifying the Documents

You should follow Steps 1 – 3 **for every individual** whom you intend to employ from 29 February 2008 onwards. By doing this, you will be sure that your recruitment practices will comply with the new law on employing migrant workers, and you will not be liable for payment of a civil penalty for employing a person illegally. Please note, with regard to the references to the provision of a properly documented, permanent National Insurance number in Lists A and B, that **the provision of a National Insurance number in isolation is not sufficient for the purposes of having an excuse**. The National Insurance number can only be used for this purpose when presented in combination with one of the appropriate documents, as specified in Lists A and B.

Step 1

Your prospective employee (or existing employee, if you are carrying out repeat checks) must provide to you:

EITHER

one of the single documents, or two of the documents in the specified combinations given, from List A;

OR

one of the single documents, or two of the documents in the specified combinations given, from List B.

You should only accept original documents.

Details of the documents included in List A and List B are above.

Step 2

You must take all reasonable steps to check that the document is valid and satisfy yourself that your prospective employee or current employee is the person named in the document, and check that the documents allow them to do the work in question. For each document presented, you should:

check any photographs are consistent with the appearance of the employee (this means you must see them in person); **and**

check any dates of birth listed are consistent across documents and that you are satisfied that these correspond with the appearance of the employee;

and

check that the expiry dates of any limited leave to enter or remain in the UK have not passed;

and

check any UK Government endorsements (stamps, visas, etc.) to see if your prospective or current employee is able to do the type of work you are offering; **and**

satisfy yourself that the documents are valid and genuine, have not been tampered with and belong to the holder; **and**

if your employee gives you two documents which have different names, ask them for a further document to explain the reason for this. The further document could be a marriage certificate, a divorce decree, a deed poll or statutory declaration.

Step 3

You must make a copy of the relevant page or pages of the document, in a format which cannot be subsequently altered, for example, a photocopy or scan.⁷ In the case of a passport or other travel document, the following parts must be photocopied or scanned:

the document's front cover and any page containing the holder's personal details. In particular, you

should copy any page that provides details of nationality, his or her photograph, date of birth, signature, date of expiry or biometric details; **and**

any page containing UK Government endorsements indicating that the holder has an entitlement to be in the UK and is entitled to undertake the work in question.

Other documents should be copied in their entirety. You should then keep a record of every document you have copied.⁸ The copies of the documents should be kept securely for the duration of the person's employment and for a further two years after they stop working for you. By doing this, the Border and Immigration Agency will be able to check whether you have complied with the law or are liable to pay a civil penalty if they detect anyone working illegally for you.

Further information can be found at www.ukba.homeoffice.gov.uk

DCSF GUIDANCE ON THE RECRUITMENT/COMMISSIONING OF AGENCY STAFF.

(extracted from Safeguarding Children, Safer Recruitment in Education.)

** please note paragraph numbers are applicable to the document that the information has been extracted from.*

*4.11. In the case of agency staff provided to schools and FE colleges, schools and colleges must confirm with the agency that the appropriate checks have been carried out and are satisfactory. Schools and FE colleges must ensure that the contract or arrangement with the supply agency imposes an obligation on the agency to carry out the same checks as schools and FE colleges do for their staff. Schools and FE colleges must also ask if the CRB Disclosure contains information and obtain a copy of the CRB Disclosure from the agency where it discloses information. Paragraphs 4.61 and 4.62 and Appendix 11 provide additional guidance on agency staff.

*4.22. Schools, local authorities and FE colleges must check with the relevant supply agency, and obtain written confirmation that all appropriate checks have been undertaken. They must also see a copy of the CRB Disclosure in cases where the Disclosure contains information.

*4.26. Before taking on a member of supply staff from an agency, a school or FE college must obtain a written notification from the agency that indicates that relevant CRB Disclosures have been requested for that individual, outlines whether or not the CRB Disclosure has been received, and if received, whether it included any disclosed information. Where there is disclosed information, the school or FE college must obtain a copy of the CRB Disclosure from the agency. If the CRB Disclosure has not been received yet by the agency, the school must require the agency to notify it of the content as soon as it is received.

*4.27. Where a CRB Disclosure indicates cause for concern for agency or directly employed staff, the member of staff must immediately be withdrawn from the school or FE college pending further enquiries. If the Disclosure refers to additional information see paragraph 4.62.

Supply Staff

*4.59. It is important that thorough checks are made on anybody who will be working in a school or FE college (including sixth form colleges), both to prevent unsuitable people from gaining access to children and young people and to maintain the integrity of the teaching profession and confidence that schools and FE colleges are safe places for children and young people. The same range of checks which are required for school staff and staff in FE colleges providing education are also required for supply staff, including those employed via employment agencies.

*4.61. Before taking on a member of supply staff provided by a supply agency, the school or FE college must obtain written confirmation from the agency that the checks the school or FE college is required to carry out for its own employees have been undertaken by the agency. In relation to CRB Disclosures the written notification from the agency must confirm that relevant CRB Disclosures have been requested for that individual, whether or not the Disclosure has been received, and if received, whether it included any disclosed information. Where there is disclosed information, the school or FE college must obtain a copy of the CRB Disclosure from the agency before the individual starts work. If the CRB Disclosure has not yet been received by the agency, the school or FE college must require the agency to notify it of the content as soon as the Disclosure is received. The school or FE college must require the supply agency to provide the written notifications and copies of CRB Disclosures where appropriate through the contract or other arrangements which it makes with the supply agency. Schools and FE colleges must record

whether they received confirmation of relevant checks from the supply agency (and copies of CRB Disclosures where appropriate) on the single central record as at paragraphs 4.49 to 4.55.

*4.62. If the CRB Disclosure refers to the existence of information additional to what is on the face of the Disclosure, the supply agency cannot provide the school or FE college with a copy of that information. The school or FE college, if they want to engage the person, should carry out a repeat CRB Disclosure and not employ the person until they receive the new Disclosure. Where an individual is provided by an agency, the school, local authority or FE college must check that the person who comes to them is the person referred by the agency by carrying out the identity checks of paragraph 4.13.

*4.63. Guidance for agencies supplying staff to schools and FE colleges is given at Appendix 11.

*4.64. Schools may wish to be aware of the DfES Quality Mark for supply agencies and local authorities with supply pools. Those awarded the Quality Mark have been inspected by the Recruitment and Employment Confederation and found to comply with good recruitment practices. They are specifically signed up not only to performing all the required checks (which of course all agencies have to do), but also to good practice in recruitment and development of the staff they supply. Further details of the standards they sign up to are at: <http://www.rec.uk.com/rec/about-the-rec/quality-mark.aspx>.

Guidance for Employment Agencies supplying Staff to Schools and FE Colleges

What agencies/employment businesses have to do before introducing a teacher or any other worker to a school or FE college:

The Conduct Regulations require the agency to make all reasonable enquiries to ensure that the interests of the work seeker or hirer (i.e. in this case the school or college) would not be harmed if the work seeker were to carry out the work; Further requirements are placed on agencies where the position involves working with vulnerable persons (e.g. school children, FE college students); These obligations require the agency to obtain, and offer to the hirer, copies of the work seeker's relevant qualifications or authorisations, and two independent references; Where the work seeker is to work with children, the agency is also required to take all reasonable steps to confirm that the work seeker is not unsuitable for the work; While the Conduct Regulations do not spell out what "all reasonable steps" means, the School Staffing (England) (Amendment)(No2) Regulations 2006 and the Further Education (Providers of Education)(England) Regulations 2006 specify that a CRB Disclosure must be obtained, and a copy supplied for supply staff to the relevant school or college where the Disclosure includes information. In FE colleges this applies only to those staff providing education who regularly care for, train, supervise or have sole charge of persons under 18.

Supplying teachers while a CRB Disclosure is awaited – agency's duty to notify school and FE college

Ideally, a CRB Disclosure should be obtained before an individual begins work, and details of this and other checks confirmed with the receiving school or college. Where the disclosure discloses information, a copy of the disclosure should be forwarded to the school or college via post or fax, before an individual begins work. Where a disclosure remains outstanding at the time an individual begins work, this fact and the date the disclosure was requested must be notified to the school or college, and they must be notified as soon as the disclosure is received, and a copy forwarded where it discloses information.

Co-operation between agencies where teachers are registered with more than one agency

Teachers who are on the books of more than one agency at the same time need not be asked to obtain a separate enhanced CRB Disclosure by each agency. In those circumstances the second or subsequent agency should request the teacher produce his or her copy of the CRB

Disclosure obtained by the first agency, and should verify the validity of the document by checking with the first agency. If the disclosure includes any information then the second agency will need to seek the individual's consent and get the agency's copy of the disclosure so it can be transferred to any school or FE college to which they supply the individual. The second agency will, however, need to obtain a separate CRB Disclosure if the first agency advises that the police disclosed additional (so-called brown envelope) information that was not included on the teacher's copy of the CRB Disclosure. This also applies to schools and FE colleges as additional information cannot be passed on without the permission of the Chief Police Officer who provided the additional information. Disclosures with additional information are extremely rare; and it would be unusual for employers/agencies to take on staff where relevant additional information is disclosed by the police.

Duty on agencies when results of CRB Disclosure is obtained

If an agency receives information which gives it reasonable grounds to believe that the work seeker is unsuitable to work for the hirer, it must without delay inform the hirer and end the supply of that work seeker, that is, inform the school or FE college and withdraw the teacher. If however the agency receives information that the work seeker may be unsuitable, the agency must without delay inform the hirer of this information and start further enquiries to check the work seeker's suitability. It should inform the hirer of the further enquiries and of any further information received. If those further enquiries give reasonable ground for believing the work seeker is unsuitable, the agency must, without delay, inform the hirer, that is the school or FE college and withdraw the teacher.

Note on portability of CRB Disclosures and their shelf-life, and storage

Agencies should obtain an Enhanced CRB Disclosure when they first register or engage a teacher, and should obtain a fresh Enhanced CRB Disclosure every 3 years, or earlier if the teacher has a break in service of 3 months or more, or if there are grounds for concern about the person's suitability to work with children. Information disclosed as part of a CRB Disclosure must be treated as confidential. It is an offence for information in a Disclosure to be passed to anyone who does not need it in the course of their duties. The Disclosure must be kept in secure conditions and must be destroyed, by secure means, as soon as it is no longer needed. While the CRB code specifies that a CRB Disclosure should not normally be kept more than 6 months after the decision is taken to appoint or employ an individual, the requirement in the Conduct Regulations that agencies and employment businesses must keep records relating to all applications received from workers for at least a year takes precedence over the code. In addition, where an individual remains with an agency for more than 12 months, a disclosure can be kept for up to 3 years to facilitate portability arrangements. Before the disclosure is destroyed, records need to be kept detailing the date the disclosure was obtained, who obtained it (i.e. school, FE college, local authority, supply agency), the level of the disclosure, and the unique reference number. The head teacher or principal or local authority will also want to consider keeping a note of what other information was used to assess suitability.

Duty of school or FE college to include requirements for checking in contracts with agencies

Head teachers and Principals must ask supply agencies to verify that the check has been made. This verification should be in writing. Schools and FE colleges must obtain the disclosure from the agency where it discloses information. In the case of agency staff provided to schools and FE

colleges, agencies are required to carry out the checks below in the same way as for permanent staff, and schools and FE colleges must confirm with the agency that the appropriate checks have been carried out.

Further sources of information:

Guidance on Employment Agency Legislation is available on the DTI's website – <http://www.dti.gov.uk/employment/employment-agencies/index.html> Guidance on Safer Recruitment and Vetting in the Education Service is available on DFES's website – www.DfES.gov.uk/consultations Further information about the CRB and its service can be found on its website at: www.crb.gov.uk. Alternatively, the CRB can be contacted by post or telephone. The CRB's address is PO Box 110, Liverpool L69 3EF. The information line number is: 0870 90 90 811 and the Registration application line for organisations wishing to register to authorise checks is 0870 90 90822. Meaning of "regulated position".

The regulated positions for the purposes of this Part are - (a) a position whose normal duties include work in an establishment mentioned in subsection (2), (b) a position whose normal duties include work on day care premises, (c) a position whose normal duties include caring for, training, supervising or being in sole charge of children, (d) a position whose normal duties involve unsupervised contact with children under arrangements made by a responsible person, (e) a position whose normal duties include caring for children under the age of 16 in the course of the children's employment, (f) a position a substantial part of whose normal duties includes supervising or training children under the age of 16 in the course of the children's employment, (g) a position mentioned in subsection (6), (h) a position whose normal duties include supervising or managing an individual in his work in a regulated position.

The establishments referred to in subsection (1)(a) are - (a) an institution which is exclusively or mainly for the detention of children, (b) a hospital which is exclusively or mainly for the reception and treatment of children, (c) a care home, residential care home, nursing home or private hospital which is exclusively or mainly for children, (d) an educational institution, (e) a children's home or voluntary home, (f) a home provided under section 82(5) of the Children Act 1989. (3) For the purposes of this section, work done on any premises is treated as not being done on day care premises to the extent that -