

Scottish Council of Independent Schools

Recruitment & Selection Good Practice Guide for Independent Schools

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1.0 Welcome

The success of any organisation is dependent on the quality of the people working there which impacts the pupil experience and nowhere is this statement more true than in Independent Schools. In order to provide the best possible learning experience and environment for pupils, it is critical that schools are able to rely on highly skilled, flexible and motivated teaching and support staff.

SCIS are delighted to have worked in partnership with Navigator Employment Law Ltd ('Navigator'), who have compiled this resource in conjunction with the following colleagues from across the sector:

- Fiona Bell (St. Mary's School, Melrose)
- Jill Galloway (The Glasgow Academy)
- Alan Johnston (Merchiston Castle School)
- Gill Morgan (St. Leonards School/Strathallan School)
- Neil Seaton (George Heriot's School)

Please note this resource is intended as a guide for schools engaging in the recruitment and selection of both teaching and support staff. The primary intention is to provide ideas of good practice, and as such the following guide does not represent tailored recruitment and selection advice.

2.0 Background

Robust recruitment and selection procedures can assist in ensuring that high quality staff are appointed. In this context, SCIS regularly receive requests from the sector for support (e.g. advice with job advertisements, effective interviewing and assistance with issues pertaining to regulation). In a bid to offer support to the sector, SCIS approached Navigator to explore the feasibility of developing a bespoke sector resource. It was agreed that any such resource should be informed by the sector, and a working group was established.

The working group met on a number of occasions to share their current practices. In addition to sparking a huge amount of discussion, this collective sharing of knowledge helped to identify: excellent working practices; common challenges; and a recognised lack of consistency across (and within) schools.

This good practice guide ('guide') is not a mandatory requirement. However, we hope it serves to provide advice and ideas to all those involved in Recruitment and Selection, to ensure that processes are fit for purpose and well-designed for use by selection panels.

It is also important to ensure the right person is appointed given the costs of recruiting. The national median cost for hiring senior managers is £5,000, while the median cost of recruiting other employees is £2,000¹ and with costs increasing significantly where candidates are from abroad.

For any discriminatory claim from applicants/candidates the tribunal awards are of course open ended but they would consider losses such as the applicants/candidates financial loss based upon what they would have earned should they have got the job. They could also try and claim hurt or distress suffered because of any discrimination - this is called 'injury to feelings'.

We would advise that schools should agree on overarching principles for their Recruitment and Selection process and policy, such as the following which has been adapted from the Scottish Negotiating Committee for Teachers (SNCT) recommendations for Headteachers:

The overarching principles of Good Practice in the procedures for recruitment and selection of staff are to:

¹ https://www.cipd.co.uk/Images/resourcing-and-talent-planning-2020_tcm18-85530.pdf

- *ensure that a collegiate and inclusive approach is applied to recruitment and deployment of staff;*
- *ensure fair, consistent, transparent and robust procedures are in place to support the recruitment and appointment of staff;*
- *ensure that the process has due regard to the school's procedures; and*
- *recognise that the recruitment and selection procedures may need to be reviewed.*

Some schools are either contractually required to follow SNCT recruitment and selection guidelines or have typically followed SNCT, you should refer to the SCNT Handbook of Conditions of Service on the appropriate topics related to Recruitment and Selection should this be the case.

Good practice

For a template Recruitment & Selection Policy please see Appendix 1.

3.0 Recruitment

3.1 Assessing the requirements

Recruitment is a time and resource-consuming exercise, so it is always wise to ensure that recruiting new employees will actually be meeting school need.

Key considerations for assessing whether you need to fill a vacancy

- Is the post a 'single point of failure' (i.e. without it, a particular function of the school would break down)?
- Could the responsibilities of this role easily be added to an existing role (provided this does not compromise the structure)?
- Is the post a full-time/part-time (year-round, term time) requirement?
- Is there an existing member of staff who would be a good fit for this role?
- Have the demands increased or decreased e.g. pupil numbers?

More broadly, capacity planning may be required to determine the optimal staffing requirements of different areas of the school. This could involve speaking to Heads of Department, reviewing staff and pupil numbers, or conducting a workplace impact assessment to gain an informed understanding of the level of recruitment needing to be undertaken.

3.2 Job description and person specification

Around 95% of recruitment is now carried out to fill existing roles, as opposed to entirely newly created posts². This means that new job descriptions or person specifications are rarely written for a job, which risks the existing ones becoming outdated.

When a vacancy appears at a school, it is therefore crucial to review the job description and person specification for this particular post. It is important at this point to focus on the post required not create the post around the person. *Or*, in the event of hiring for a completely new post, these documents should be produced from scratch.

² <https://hbr.org/2019/05/recruiting>

Key considerations when creating job description and person specification

- Does the job description reflect the current job responsibilities as well as reporting lines to management?
- Does the job description reflect the school's vision, values and aims going forward?
- Does the person specification reflect the current qualifications, skills and experience required to perform the role effectively?

Sometimes it is most effective to speak to the current post-holder: this person will have a clearer understanding than anyone of the everyday reality, key roles, responsibilities and common challenges entailed by the job.

Ensuring that job descriptions and person specifications reflect the nature of the job in reality is important in maintaining alignment between individual roles and the wider organisational strategy. Emerging vacancies represent a natural opportunity to protect against job descriptions becoming outdated.

Good practice

For a template job description and person specification, see Appendices 2 and 3 respectively.

3.3 Technology

Whilst it is appreciated that teachers traditionally seek job vacancies on TES, and as a result may not be accessing either LinkedIn or other similar online portals, we wonder whether other current trends could be alluded to, such as the increase in the use of technologies to assist with recruiting. The majority of recruiters believe that using technology to analyse the talent market will have a meaningful impact on recruitment over the next five years; however, not many schools currently take advantage of technology for this purpose³.

Other areas to be explored may include:

- Schools advertising directly and then signposting to other portals including the SCIS site and advertising on other third party sites and or associated social media platforms.
- Independent School Bursars Association (ISBA) currently provide free of charge advertising via their portal to members.
- Other national advertising portals, e.g. Indeed do offer cost effective online advertising.

³ <https://business.linkedin.com/talent-solutions/recruiting-tips/future-of-recruiting-2019>

Key points for integrating technology into recruiting

During recruitment, schools may wish to consider using technology such as 'LinkedIn for recruiters' to enhance their ability to:

- find and engage;
- assess soft skills; and
- analyse the talent of potential candidates.

Having recruitment technologies which are compatible with each other will be increasingly important in the coming years, especially for professional support staff vacancies.

3.4 Advertising and social media

On modern day job sites, control is shifting increasingly over to the candidates themselves, rather than employers. Commonly, job adverts are written which focus on the needs of the school, rather than the needs of the prospective candidate. For example, traditional job adverts:

- start with a long paragraph about the values and purpose of the school;
- have reams of duties and responsibilities; and
- do not disclose the salary

Candidates report organisational values and purposes are the least important thing for them when reading a job advert⁴. While this may well be important for teaching or support staff applying for a job at your school, the key point when writing the advert is to put yourselves in the position of the candidate. Try to *sell the job*:

- Why is it a great opportunity?
- How will it improve your life and career?
- What about your school makes it a great place to work?

Context

When advertising vacancies, many schools opt not to indicate the salary range, with many stating that it is "competitive". Whilst there are good reasons for this, it is advocated that caution is exercised in this respect.

Illustrative Case Study

A school advertised for a Depute, stating the salary was "competitive". At the interview stage the candidates were all informed that salary and terms of employment would be negotiated with the successful candidate. The Appointments Committee were unanimous in their preferred candidate; a current Depute from school with a lesser school roll. The preferred candidate was offered the post and the salary was disclosed. The candidate verbally accepted the post and the school informed the unsuccessful candidates. The following day the preferred candidate contacted the school to enquire if there was any flexibility in the salary as whilst it was marginally more than their current salary, the reduction in fee remission for their child coupled with removal of current benefits (e.g. free staff lunches, access to gym facilities, etc) meant they would be significantly worse off. The school were reluctant to enhance the salary and the preferred candidate withdrew their acceptance. The school approached their

⁴ <https://www.talentlyft.com/en/blog/article/167/job-advertisement-best-practices>

second choice candidate who declined the post. The outcome was a re-advertisement.

Reflective Considerations

- The notion of “competitive” is open to interpretation and the above situation may have been avoided if transparency had been exercised from the outset e.g. salary within the range of £55-£60k.
- A number of school’s state “salary in line with SCNT salary scales plus school enhancement”. This has posed challenging for some schools as the point on the scale is not identified and hence can be misleading for potential candidates.

Key points for structuring the job advert

- *Title* – including job role, level, and location (e.g. ‘Head of Mathematics at an Independent School in Glasgow’)
- *Salary and benefits*– this is important for most candidates and therefore as highlighted in the illustrative case study above preferably salary should be disclosed to manage applicant expectations.
- *First paragraph* – answer the candidate’s question of “what’s in it for me?”
- *Second paragraph* – about the candidate (and linking this to some duties and responsibilities)
- How to apply

Schools might wish to provide applicants with guidance to fill out the application form. For a template guidance note, see Appendix 6.

Title:

Your aim here is to entice the right type of candidate to click on the advert. The title should therefore include:

- *Job role*: be precise, and use the standardised job title in the education sector
- *Level of job*: for example, note whether this is a senior level role (this will save you and your candidates time)
- *Job location*: most candidates will not be willing to move for the job, so save both parties time by including the location at the very beginning. However, in the event that relocation expenses are included in the candidate package then highlight this so as to attract from a wider pool.

First paragraph:

Given that the candidate has read the three key details and is still reading, the first paragraph represents the best-selling point. Therefore, answer the most pressing question: “what’s in it for me?”

Think about the Employee Value Proposition (EVP) which the school offers when writing the first paragraph. EVP relates to the *total* reward offered by the school, encompassing not only tangible, but *intangible* factors such as:

- *Compensation* (pay satisfaction; opportunity for raises/promotions)
- *Benefits* (Fee remission; holidays; insurance; retirement; etc.)
- *Career* (training and development; stability; evaluation and feedback)

- *Work environment* (recognition; autonomy; work-life balance; challenges; personal achievements)
- *Culture* (colleagues; leaders; support; understanding of school plans and targets)

Second paragraph:

This can go into a little more detail, in particular about the candidate themselves. Work in the main bullet points from the person specification, where relevant tying these in with key duties the post-holder will be expected to perform. This serves to ‘pad out’ applicants’ picture of the job, before directing them to more information and how to apply (e.g. instructions of where to send a CV and a link to the job description and person specification).

Length:

Adverts online with 700 – 2,000 characters tend to receive the most applications⁵ (so give enough detail to sell the job, but not so much as to bore candidates away!)

Format:

Ensure this is suitable for easy reading – some candidates will have looked at a considerable number of job adverts already that day.

- | | |
|--|---|
| • Use short sentences | • Use simple phrases |
| • Include some longer sentences for rhythm | • Use subheadings |
| • Avoid big blocks of text | • Use lists |
| • Split into paragraphs | • Bold the important information |

Writing style:

Job adverts tend to be very formal, but it is worth recognising that these are not traditional internal documents: they are designed to sell the job. We recommend writing in the second person (i.e. using the word ‘you’). A useful technique for practicing the job advert is to write it down as it would be said to a friend: how would you casually tell them about the job opening?

Tone of ‘voice’:

This should match the school’s *culture*. For example, if the desire is to be perceived as a relatively formal school, use more formal language. However, if the school is aiming to be seen as more informal, using less formal language can be more effective. The tone of ‘voice’ within the advert helps to portray the school in the intended way, which helps candidates to decide whether the role seems like a cultural ‘fit’ for them.

Special requirements

Insert any special requirements required for the post such as professional memberships.

Sourcing

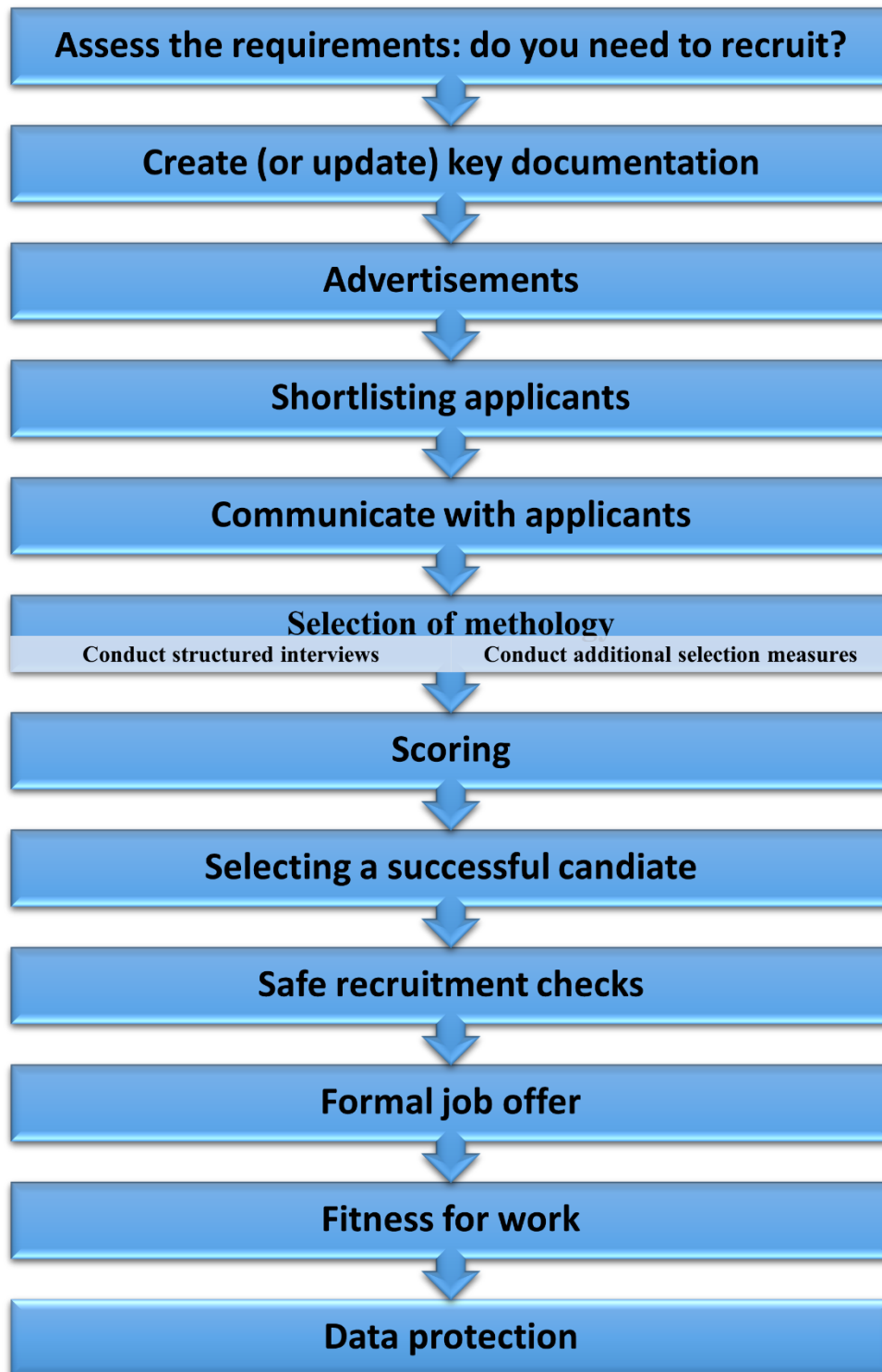
Where the school may be advertising directly then a final sentence of ‘no agencies’ may be pertinent on the advert.

If engaging an agency then consider implementing the schools standard supplier process to review terms and conditions ensuring they are not onerous in terms of candidate provisioning and always look to negotiate rates.

⁵ <https://www.talentlyft.com/en/blog/article/167/job-advertisement-best-practices>

Where hiring internally look to establish a separate mailbox to manage incoming responses, wherever possible set up automated responses to ensure you candidates know that there is a process and their application is being dealt with timeously. Establishing email templates assists with supporting other members of staff new to candidate contact.

3.5 Shortlisting Selection



Once the school has received applications from the job advert, the selection panel will need to create a shortlist of candidates to interview. Be cautious, when ruling out applications, that protected characteristics are being respected, and candidates are not being directly or indirectly discriminated against (see section 5.1 for more details).

We suggest an effective structure for shortlisting is as follows:

- **Decide on a target number of candidates to interview.** This will be determined by time, cost and other constraints, and will provide a number to work towards when reviewing applications.
- **Create lists of ‘essential criteria’ and ‘desirable criteria’.** From the job description and person specification, create these two lists entailing the requirements of both, which candidates must meet in order to be included on the shortlist.
 - **Essential criteria** are must-have requirements for the role (e.g. experience, qualifications, professional membership, specific capabilities or personality traits).
 - **Desirable criteria** are aspects from the job description and person specification which will further enhance the candidate’s ability to perform the role effectively.
- **Focus on essential criteria first.** Reject any candidates who do not meet the essential requirements which were identified by the selection panel.
- **Then focus on desirable criteria.**
 - **If the shortlist is still far away from the target number to interview, this might initially involve rejecting those candidates meeting the least desirable criteria.**
 - **If closer to the target number, candidates may be scored on the number of desirable criteria they meet (or, alternatively, decide which desirable criteria are more highly valued for the particular role requirements)**
 - **Candidates can then be compared with a decision made on whom the school would prefer to interview**
- **Consider other eliminating factors** if there are still too many candidates on the shortlist (but be very careful not to discriminate against protected characteristics).
- **Notify unsuccessful shortlisted candidates**, expressing appreciation for their time spent applying for the role, and offering feedback if they want this.

Key points for shortlisting applications

- Have a target number to interview
- Create ‘essential’ and ‘desirable’ criteria
- Focus on essential criteria first for all candidates, then desirable criteria
- Consider other eliminating factors if there are still too many candidates
- Communicate to applicants and unsuccessful shortlisted candidates

3.6 Communicating with unsuccessful candidates

Communication should take place with candidates throughout the processes of both recruitment and selection. This section focuses on communication with unsuccessful candidates. For communication with successful candidate(s), including the job offer, see Section 6.0.

Even at the application process, it is important to acknowledge applicants' interest in the post. Given the high volume of applications for Independent School posts, it would perhaps be unrealistic at this stage to expect to provide every unsuccessful applicant with a personal telephone call or email explaining why they were unsuccessful and offering feedback. However, communication remains possible in the form of an automated email response along the lines of the following:

"Thank you for your application for the role of [INSERT] at [SCHOOL].

We will be considering all applications in turn, so you might not receive a response straight away. However, if you have not heard back from us by [DATE], unfortunately this means your application has not made it through to the next stage of the process.

Kind regards,

[INSERT NAME, POSITION, SCHOOL]"

While this might feel like a small and insignificant gesture, the acknowledgement of applicants can have a substantially more positive effect than receiving no communication at all.

When it comes to shortlisted candidates (i.e. the next stage), schools should always communicate to those who have been unsuccessful before focusing on the individual(s) who have proceeded to the next stage of interviews. While recognising giving feedback is time consuming it is important. After feedback has been prepared this communication should involve a telephone call or email to unsuccessful shortlisted candidates, thanking them and offering to provide some feedback.

Most job seekers report a negative candidate experience with the employers they engage with, and many of them share this negative experience online⁶. The majority of these experiences stem from a lack of response from the organisation.

When final stage selection has been made you should offer and gain acceptance from the successful candidate before letting the unsuccessful candidates know the decision. Ideally, formal acceptance should be obtained. However, we appreciate there may be situations whereby time constraints do not allow for this and therefore, a need to rely upon verbal acceptance to then inform those who have been unsuccessful.

Key points for communicating with applicants and unsuccessful shortlisted candidates

- **Acknowledge their interest** – even an automated thank you for the application with a date to expect to hear by can go a long way
- **Status of the application and if any delays**– notify candidates of each new development, because this is crucial to retain interest
- **Offer feedback** – ensure feedback is factual, tied to examples, and aligned with the requirements in the selection criteria, advert and specifications

Moreover, some unsuccessful job seekers who had a positive candidate experience said they would still recommend applying at the organisation to others: so, if *unsuccessful* candidates are willing to promote the school, this can enhance its organisational reputation greatly.

⁶ <https://www.hci.org/blog/statistics-rethink-your-candidate-experience-or-ruin-your-brand>

4.0 Selection

4.1 Selection methodology

Following the creation of the shortlist (see Section 3.5), the next stage is the assessment of candidates. This can be done through a number of methods, which will most typically involve a structured interview as the focal point. If necessary, and depending upon the requirements and level of the role in question, the interview might be supplemented with a variety of the following⁷:

- **Work-based tests** – for roles with well-defined processes and tasks, such as clerical or administrative (e.g. data input exercises, ‘in-tray’ prioritisation exercises, etc.).
- **Observed teaching** – candidates for teaching roles may be required to teach a short lesson to a class, for assessors to see how easily they are able to engage and interact with pupils, alongside the quality of their lesson and responsiveness of their teaching skills.
- **Pupil panel** – candidates are asked questions by pupils themselves (see ‘Good Practice’ box below).
- **Presentations** – these can be effective for professional or managerial roles, either delivered to the panel or a wider group (however a wider group should be made aware of the type of feedback to provide).
- **Work samples** – valuable for academic or art-based roles (e.g. portfolio of research or artwork).
- **Visits, meetings, dinners** – offering a guided or virtual tour of the school, including introductions to colleagues or facilities, and even dinners with current members of the senior leadership team can help both parties to gauge whether there is a good cultural ‘fit’ and allow candidates to see the school premises.
- **Telephone or video interviews** – effective to whittle down candidates to a shortlist for a structured interview, but also valuable if candidates will logistically struggle to attend a structured interview at the school. It would be worthwhile establishing what, if any expenses would be on offer to a candidate travelling some distance for any further interviews.
- **Psychometric testing** – various tests designed to provide a profile of intellect, cognitive ability and behavioural patterns, although these should always be delivered by a trained assessor.
- **Assessment centres** – one or two full-day events which systematically take candidates through any number of the above methods, providing the likes of behavioural ratings and cognitive measures from multiple sources.
- **Qualification checks** – when invited for the first stage assessment ask them to provide evidence of their Right to Work in the UK, associated professional qualifications and memberships (e.g. GTCS/PGDE/PGE)

⁷ <http://www.bristol.ac.uk/hr/resourcing/practicalguidance/selection/othermethods.html>

Context

- A number of schools attract applications for posts from overseas candidates. Whilst technology can play a pivotal role, e.g. a telephone or video interview, in certain circumstances it has limitations and if used in isolation may result in unintended consequences.

Illustrative Case Study

- A school was seeking to appoint a Senior Deputy. The selection process was two-fold: a long list interview followed by a shortlist which comprised of a tour of the school, a presentation, an in-tray exercise and a further interview. The candidates were also to have lunch with the senior management team. Following the initial interview, it was decided to narrow down the shortlist to 3 candidates. The three candidates were comprised of one internal, one from another independent school and one from Canada. The candidate from Canada had completed the initial interview via skype and a decision was taken to repeat this for the final stage. The interview panel discussed how the process could be replicated, reaching a consensus that they were satisfied due diligence had been exercised and parity with the others was in place. Following the final stage, the candidate from Canada was offered, and accepted the post. Whilst the internal candidate accepted the decision, the other external candidate enquired about the process and claimed that they had not been treated fairly, firstly claiming an act of discrimination during lunch whereby it was noted and commented on, that they did not eat meat. Allied to this, during the tour, one of the pupils had made an observation about their shoes. The candidate claimed this was unfair as the successful applicant was not in a position to be judged in this way. The successful applicant took up their post at the start of the next term. However, by mutual agreement they left within 3 months, both parties agreeing that it was “not a right fit”.

Reflective Considerations

It is imperative that parity of process can be evidenced thus avoiding the potential for any challenge. Where possible for some positions, especially senior posts, it is strongly recommended that panels meet the applicant in person

Key points for deciding on selection methodology which assesses the essential and desirable elements of the post

Conduct structured interviews and, *only if necessary*, 1 or 2 additional selection methods alongside these.

If using additional methods, ensure these are:

- well-planned in advance
- proportionate to the level and type of role being recruited for
- explicitly related to the requirements and abilities of the role in question (i.e. they are going to provide some insight into candidates’ ability to perform the role)

See Appendix 8 for examples of how a selection process might look for different types of role

Good practice

One Independent School shared part of their selection process involving ‘pupil voice’, whereby two senior school pupils were asked to prepare a couple of questions to be asked of all the candidates. The pupils then had to provide feedback to the panel, understanding that their involvement in the panel discussion was related to this aspect only, and that their scoring only contributed to part of the process.

The involvement of pupils is becoming increasingly common within school recruitment, either as a ‘pupil panel’ as mentioned above or teaching a short lesson. This generally serves to ascertain how comfortably candidates for teaching jobs are able to interact with children, but children are also able to recognise things which adults cannot⁸.

However, this has been somewhat controversial, with some candidates voicing concerns that their selection as a professional might come down to the opinion of children⁹. It would be worth assessing the advantages and disadvantages before deciding on this as a selection method but Pupil Voice is actively advocated in decisions that impact on their education experience.

4.2 Guidance for interview panel

Interviews are by far the most popular and commonly used selection method, in that they allow hiring managers to get an idea in conversation with the candidate of their experience, attitudes, and generally whether they would be a good fit for the role. Alongside this, interviews are an opportunity for the employer themselves to ‘sell the job’: see Section 3.4 for an outline of the ‘Employee Value Proposition’ (EVP).

Also note that successful interview candidates will need to be screened for Protection of Vulnerable Groups (PVG) Scheme membership: see Section 6.3 for resources to check whether a candidate is a member of the PVG Scheme.

4.2.1 Conducting an effective interview

As noted in Section 3.5, essential and desirable selection criteria for the role will need to be created. These should form the basis of the interview questions, alongside the requirements detailed in the job description and person specification.

Typically, employers will use a competency-based interview technique, with situational questions focusing on real examples and scenarios likely to be encountered in the role. Examples of these are in Appendix 8.

It should be noted, however, that some competency-based interview questions, due to being asked so regularly, can provoke rehearsed responses¹⁰. a good example of this is: “Can you tell me about a time when you had to respond quickly to a difficult situation”. As a result, this might test candidates’ ability to recount a well-rehearsed answer, rather than assess from their response how appropriate their experience is to the role. It is important, therefore, to ensure that questions have been well-planned in advance to focus on specific skills and requirements of the role, but also to make the candidate think on their feet to an extent. Brainstorming questions as a group beforehand can be an excellent way to design an appropriate interview schedule.

It is increasingly recognised that candidates’ experience of the interview can positively or negatively ‘flip’ their perception of the organisation¹¹. Both prior to and during the interview, it is important to put

⁸ <https://www.bbc.co.uk/news/education-12883110>

⁹ <https://www.telegraph.co.uk/education/educationnews/Teachers-humiliated-by-pupil-interviews>

¹⁰ <http://alexander-mann-solutions-live/blog-post/interviews-tips-on-a-new-approach>

¹¹ <https://business.linkedin.com/content/talent-solutions/global/global-talent-trends-report.pdf>

candidates at ease, which might include the likes of:

- Offering timeslots;
- informing them of the likely duration;
- explaining the format of the interview; and
- as part of the invite to interview letter, asking if they would like any reasonable adjustments to be made

Making the interview experience more comfortable for the candidate will benefit their performance.

The hiring manager should seek assistance from colleagues, with interview panels ideally consisting of two to three people. Having several interviewers reduces bias by offering various different perspectives (see Section 5.2 for information on bias). There can be more people on the panel as the seniority level of the position increases, although schools should be cautious that too many panel members can serve to draw out the decision-making process.

Throughout the interview, attempt to gauge the candidate's potential to invest themselves in the job. Are they showing a genuine level of curiosity, engagement and professional insight?

Finally, ensure sufficient time is allowed for the candidate to ask questions. Remember the interview is a *two-way* assessment, whereby part of the aim should be for the candidate to have a good understanding of the position and a genuine desire to work at the school.

Key points for conducting an effective structured interview

- *Identify the top performers* in the department or school currently, and note what they have in common – this is a useful source for creating selection criteria, in turn leading to a set of questions¹²
- *Write questions in advance, proof read, and ask them consistently of each candidate* – by all means ask follow-up questions, but retain a consistent base set of questions to avoid differential treatment
- *Put candidates at ease* – reduce stress by preparing them and being relaxed as possible
- *Seek assistance from colleagues, but not too much* – ideally have a panel of two to three people to bounce ideas off and question each other's reasoning and perceptions
- *Consider the candidate's engagement and appropriate level of knowledge, experience and skills*
- *Focus questions on realistic examples* – ask about solutions and previous experience
- *Consider whether the candidate will be a good 'cultural fit' for the school* – focus on whether they will acclimatise rather than their 'fit' for the school right now
- *Sell the job* – remember the interview is a two-way screening process

¹² <https://hbr.org/2015/01/how-to-conduct-an-effective-job-interview>

Good practice for virtual interviews

With remote panel interviews being remote from each other as well as the candidate below are a number of ideas to prepare a panel and a candidate.

- Have a Chair who will 'direct' the interview process.
- Whilst there may be an observer panel including Governing body representations, have a smaller interviewing group to **whom** all questions from the school are channelled through.

Test out the technology

- Explore and utilise the 'chat' option for the observer panel to interact with the core interview panel.
- Switch to speaker view so as to gain a good visual of the candidate
- Have your full and correct name appear rather than your email address.
- Check out the waiting room option – the candidate is likely to log on early.
- Let the candidate know that If anything goes wrong with the technology, they are encouraged to flag this up immediately. They should not miss anything due to a malfunction.
- Plan in advance for all the panel – test the tech, adjust, consider what to do in event of screen freezing, chat.

Chairing the interview

- Prepare and have structure to the interview.
- Consider issuing an agenda for the interview to the candidate, including 'in tray' tasks, presentation proposals for the candidate to consider and or any other tasks included as part of the selection methodology.
- Allow a little longer than you would normally to make introductions.
- Reduce surprises, make it easy to understand the plan, who the core interview panel is and who the observers are.
- Acknowledge the challenges, i.e. interaction and rapport may be missed
- Increase Panel introductions – taking a lead from the Chair encourage the panel to provide engaging introductions, perhaps providing information about their background, and in or out of work passion. Look to start the virtual interview in a more interactive/engaging way.
- Signpost to make things obvious and clear to everyone.
- Outline the level of detail you want, perhaps put in some time guidelines. The candidate may not pick up on cues, or how responses are landing with the panel.
- Be specific about the level of detail you want to return.
- Letting the candidate know when questions may come from the panel.

Remember body language – Chair again will set the scene for all participants.

Be Active Listeners

4.2.2 *Safeguarding and child protection questions*

Interviews for any role related to working with children or vulnerable groups should include at least one question related to safeguarding or child protection. Questions can focus on any of the following aspects in relation to this, including:

- Knowledge of policy and procedure
- Values and ethics
- Emotional maturity and resilience
- Motivation to work with children

A number of example questions are in Appendix 8. See the Tes blog¹³ cited for some excellent examples of child protection and safeguarding questions.

4.2.3 *Interview questions to avoid*

In line with the above point, simply asking questions in a slightly different way can serve to acquire the desired information without candidates having to divulge any personal information related to protected characteristics under The Equality Act 2010. The key is to focus on information about the candidate which is pertinent to the job itself. Consider the examples in the table found in Appendix 7 for further guidance.

4.3 *Additional selection methods and their relation to essential and desirable elements of the job*

Additional selection methods, such as work-based tests, presentations, observed teaching, etc. (see Section 4.1), should only be conducted if they are closely tied to the specific job requirements, and are likely to expose any clear capability issues on the part of the candidates.

‘Tests’ within the selection process (e.g. work-based, psychometric, presentations, assessment centres, etc.) should be subject to ‘validation’ before being used with candidates. This involves having competent staff member in a similar role complete the test under the same conditions as would be given to the candidates. The performance of this individual (or individuals if possible) then represents the experienced standard against which candidates are assessed. If applicable, time limits should also be validated by how long it took the current staff member(s) to complete¹⁴.

Presentations can be either blind/unprepared or prepared, the competence being assessed should be taken into account when weighing up which style will be applied. For example, a presentation on how to:

- chair a generic meeting;
- lead an assembly; and
- provide a written response to an aggrieved parent

could be held on a “blind” basis whereas a presentation subject where you assess a candidate’s ability to approach a long term, high value project would necessitate an element of preparation such as their approach to ‘Getting it right for every child’.

Similarly, ensure beforehand that any planned psychometric tests (potentially for more senior posts) are standardised, and that some research has been conducted into the reliability, effectiveness and reasoning behind any test(s) before putting these into place in the selection process.

Reasonable adjustments should also be organised for candidates with disabilities or other potential

¹³ <https://www.tes.com/blog/child-protection-questions-not-answers>

¹⁴ <https://www.tes.com/jobs/careers-advice/application-and-interview/child-safeguarding-advice-candidates>

barriers affecting performance. These might include additional time or scribes provided for candidates, assisting with difficulties caused through dyslexia or English as an additional language, for example.

It is important that candidates' test performances are able to be fairly measured, with the method for doing so being determined in advance. This does not mean there has to be a definitive 'right' or 'wrong' answer (e.g. a written letter can be graded by content, grammar, following instructions, etc); as long as the criteria for assessing performance are:

- agreed on beforehand;
- consistent; and
- aligned with school values

Good practice

During our steering group meetings, several schools noted using presentations as an additional selection method for senior management posts.

Presentations are appropriate for this level of role, because assessors can get an idea of the candidate's confidence and skill in presenting to groups of senior managers. This relates to a typically essential requirement of senior managers, with regard to the likes of reporting at Board meetings, senior management meetings, etc.

Criteria for assessing these presentations should be agreed beforehand. As mentioned above, obviously this cannot have a 'right' or 'wrong' answer attached to it, but there may be intuitively agreed markers such as:

- 'content' (e.g. supports school values/innovative/correct current understanding etc);
- 'timing'; and
- 'presentation skills' which are applied consistently across candidates.

In assessing candidates with dyslexia, for example, reasonable adjustments may have included:

- more time being allowed to prepare the presentation;
- greater leniency on the spelling and grammar of slides or
- quality of the content

Again, having more than one assessor is important to challenge each other's judgements and ascertain a more rounded perception of candidates.

Additionally, challenging language with positive or negative connotations can assist further in reducing bias. For example, in a group discussion between candidates during an assessment centre, assessors may realise their tendency to describe a male candidate as "assertive" and a female candidate as "bossy" when they are displaying the same behaviour.

Finally, it is important to decide the weighting given to additional selection methods compared to interviews when it comes to final decision-making. For example, the majority of the decision might stem from the interview or, alternatively, the proficiency assessed in the test might be key to the role. Once the weighting of selection methods has been decided, panels can score candidates on all of these measures, before working out a final score by using the ratio of interview scores weighted against additional selection method scores.

Key points for conducting additional selection methods with candidates

- *Decide if these are necessary and, if so, which specific methods (e.g. tests, presentations, etc.)*
- *Research the reliability, effectiveness and reasoning of available options in advance*
- *Validate methods before conducting these with candidates – if applicable, trial these with current staff*
- *Decide on consistent, intuitive criteria for assessing performance beforehand – for example, ranking interview answers from 1 to 5 based on perceived experience and skill of the candidate*
- *Consider and implement reasonable adjustments for candidates who may struggle*
- *Have a panel of two or three assessors to challenge each other's judgements*
- *Think critically about the language used to describe different candidates*
- *Decide on the relative weightings of all the selection methods used*
- *Work out weighted scorings for candidates to come to a final decision*

5.0 Avoiding Discrimination

5.1 Avoiding discrimination claims during the recruitment process

When determining the requirements for the post, be careful to ensure these remain objective and there are no elements which could be perceived as indirectly discriminatory. For example, requiring a qualification which is exclusively available in the United Kingdom, without including “or equivalent” could indirectly discriminate against foreign candidates who have a similar qualification from overseas. If the qualification indeed is essential, could it be replaced by relevant experience in a particular field.

In the job advert, caution must be employed to focus on the specific requirements. It is only permissible to mention certain characteristics such as age and sex if they are essential for the job, *not* preferable¹⁵. Also be careful that any language used in the job advert does not carry any implications which could be perceived as discriminatory according to the Equality Act: <https://www.legislation.gov.uk/ukpga/2010/15/contents> (e.g. “cricket groundsman” might imply that only men are being considered for the job).

Key points for avoiding discrimination claims during the recruitment process

- *Focus on the specific requirements of the role in question*
- *Proof read the job description, person specification, advert and selection criteria (and have others do the same), screening for anything which could be perceived as indirect discrimination*
- *Question assumptions about the type of person expected to fill the role*
- *Imagine you possess a certain protected characteristic, and consider whether the advert, selection criteria, etc. seem fair and objective*

A useful method undertaken by some employers early in the process is ‘blind’ recruitment, whereby the more obvious sources of potential bias on CVs or application forms (e.g. name, age or gender) are removed. This eliminates the possibility of any conscious or unconscious discrimination on the part of the

¹⁵ <https://www.highspeedtraining.co.uk/hub/how-to-avoid-discrimination-in-recruitment/>

assessors or recruiters¹⁶.

Section 5.2 discusses measures which can be taken during the interview and additional selection processes to reduce bias.

5.2 Interviewer bias

While traditional structured interviews are an effective way to get to know a candidate, these can also be subject to a great deal of bias and have come under greater scrutiny since the introduction of The Equality Act 2010. Types of bias which have been identified with regard to interviewers include¹⁷:

- **Self-fulfilling prophecy effect** – the interviewer asking leading questions to confirm their initial pre-judgement of the candidate (e.g. ‘Did you have problems with your line manager at your last job?’ implies belief by the interviewer that the candidate *did* have problems; a better question might be: ‘How was your relationship with your line manager at your last job?’)
- **Stereotyping effect** – assuming a candidate will possess a certain characteristic due to their membership of a particular group (e.g. assuming a woman in her mid-twenties will wish to take a career break to start a family).
- **‘Halo’ or ‘horns’ effect** – once a candidate has provided a good or poor answer, this impression of them is replicated throughout the remainder of questions.
- **Contrast effect** – experience of interviewing a stronger candidate immediately after a weaker candidate can exaggerate how well they are perceived, due to contrasting this with the previous weaker candidate.
- **‘Similar to me’ effect** – interviewers sometimes show preference to candidates they deem similar to themselves in terms of background, personality or attitudes.
- **‘Personal liking’ effect** – decisions might be made on whether the interviewer personally likes or dislikes the candidate.

Interviews should be structured in a way to avoid such bias, for instance reducing the likelihood of asking leading questions or stereotyping. Structured interviews reduce bias because they:

- are prepared beforehand;
- ask all candidates the same questions;
- include questions which exclusively focus on the attributes, behaviours and experience required to perform the role effectively; and
- are scored using a rating system.

However, unconscious biases – such as personal liking or first impressions – are extremely difficult to prevent. Therefore, it is important that interviewers are *aware* of these biases and able to recognise when they emerge. But even recognising when bias appears (and preventing this) *at the time* can prove to be a struggle. So, at the very least, it is crucial to consider later on (i.e. upon rating candidates) how and when certain biases may have affected the judgement of any and all members of the selection panel.

¹⁶<https://www.skillsforcare.org.uk/Avoiding-discrimination-and-prejudice-in-selection.pdf>
and <https://www.gov.uk/pm-time-to-end-discrimination-and-finish-the-fight-for-real-equality>

¹⁷ <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet>

Good practice

Having several interviewers and forming as diverse a panel as possible will be useful when trying to recognise unconscious bias, because they are able to challenge each other's assumptions which were made throughout the interview.

For instance, one interviewer may have personally liked a candidate, meaning they were satisfied with the candidate claiming they "contributed hugely to a project"; whereas another interviewer may push for clarification on what that project was, how it related to the role, and the extent of the candidate's contribution.

Of course, no interview can be truly 'objective', and so interviewers actively taking account of their own potential bias is a diligent way to ensure a fairer process. Furthermore, to avoid interviews being too rigid, asking follow-up questions (which might vary between candidates) is a valuable tool for acquiring more in-depth information *and* for making the candidate feel at ease.

Key points for recognising bias when conducting interviews

- *Be aware of the various conscious and unconscious forms of interviewer bias*
- *Screen the interview questions beforehand* – look for leading questions or stereotyping
- *Remain focused on the specific requirements of the role* – ensure questions are directly related to these requirements, not peripheral aspects which could stray into the territory of protected characteristics
- *Question your own assessment of candidates* – try to recognise where bias may have emerged, be that through knowingly treating someone differently or unconsciously making assumptions
- *Mediate other panel members' judgement* – think critically about each other's questions and beliefs surrounding candidates, considering what could potentially be biased

Successfully navigating an interview without being overcome by bias may seem like a daunting prospect. However, much of this perceived burden can be alleviated by approaching interviews with an open mindset and being conscientious enough to challenge preconceptions.

5.3 Avoiding discrimination claims during the selection process

It is important to follow good practice throughout the recruitment and selection process, not only to ensure a fair process and that the best candidate is selected, but to avoid any potential discrimination claims which could be made against the school.

Following good practice means that schools should give due consideration to the *whole* process of selection. This not only relates to avoiding discrimination in the selection of a successful candidate but avoiding discrimination in the questions asked in the interviews for *all* candidates. *And*, even more broadly, discrimination should be considered in the very choice of selection methodology *itself* (e.g. will a timed typing test disproportionately advantage native English-speaking candidates?)¹⁸. The main point here is that the recruitment and selection approach should be actively reviewed for potential limitations before proceeding.

¹⁸<https://www.skillsforcare.org.uk/Documents/Recruitment-and-retention/Values-and-behaviours-based-recruitment/Avoiding-discrimination-and-prejudice-in-selection.pdf>

Good practice

For example, a school is recruiting an administrative support post. The selection panel wants to use a timed typing test as an additional selection method, which will show how quickly and accurately candidates are able to type: a key requirement of the role.

However, one assessor notes that a timed test might indirectly discriminate against candidates with English as an additional language, because they may take slightly longer to process and understand what they are typing. The panel therefore decides to use a work-based 'in-tray' task instead, scoring this on how well candidates prioritise incoming work. They agree that this is more of an essential requirement than the speed and accuracy which candidates are able to type at.

When it comes to the assessments, candidates with English as an additional language perform just as well as English native-speaking candidates at the prioritisation task. This shows they are suitably experienced and skilled to undertake the role; whereas a timed typing task may have been misleading in suggesting they were not as suitable as other candidates.

This consideration made early in the selection process has not only reduced bias and the potential for discrimination, it has also given a more accurate picture of the candidates who are most suitable for the position.

Finally, rather than seeing anti-discrimination and diversity as simply a 'tick in a box', consider the positive effects this can have on both recruitment and the school more widely. For one thing, as long as selection criteria are directly matched to the role, having a process which avoids as much bias as possible *should* mean that the most suitable candidate is recruited. Furthermore, building a more diverse demographic of staff into the school enhances the variety of cultures, beliefs and perspectives operating within the environment, which ultimately can provide pupils and staff with a richer learning experience.

Key points for avoiding discrimination claims during the selection process

Consider at every point throughout the selection process whether the decisions or assumptions made by all members of the selection panel could disproportionately affect members of a certain group.

This should be done across all decisions, regardless how broad or narrow the scale. Avoiding discrimination on a broad scale might relate to:

- *Deciding which selection methodology to use*
- *Deciding on the criteria for assessing performance on the additional selection methods*
- *Deciding on the specific weighting given to interview scores vs additional selection methods*
- *Ensuring all candidates are asked the same interview questions*

Avoiding discrimination on a narrow scale might relate to:

- *Selection of the successful candidate*
- *Which specific questions to ask (and which not to ask)*
- *Interpretation and scoring of particular answers in interviews or assessments*
- *Maintaining legible written notes aiding the evidential interview trail to support the non-discriminatory approach.*

Note attention and care surrounding data compliance retention of such documents and reference

to data protection and privacy policy should made.

Anti-discrimination and diversity are not just a 'tick in a box', but positive for the impact they can have on a school's culture, workforce, and pupil experience.

5.4 Selection packs

To enable good organisation and panel collaboration prepare a Selection pack for panel members to use during the process aids, this may include:

Panel Interview document – identifying the competency/based interview questions being asked.

Scoring matrix for panel members to indicate their own scores, with a final return to be collated.

Key reference material – A checklist of what selection methods have been conducted to date. The candidates anonymised CV may also be enclosed for reference along with any covering letter or the candidate submission placed by a third party (agency).

6.0 Offering the Job

6.1 Sending the job offer

Once the candidate(s) has been selected whom the school wishes to appoint, the job offer will need to be communicated to them. Schools might decide to do this at the end of an assessment day or over the phone first, in order to create a more personal connection. Having a senior member of staff such as the Rector, Bursar or HR Manager telephone to offer the candidate the job can make them feel especially valued.

Key points when sending the job offer

- *Have a short but informative subject line – something like: "Job offer from [school name]"*
- *Adopt a celebratory tone – this is an exciting time for candidates and for you as a school!*
- *Attach information needed for the candidate to make a decision – salary and benefits, working hours, and any relevant policies, without swamping the candidate with documentation*

Also state that the job offer is provisional, subject to the following checks:

- References deemed satisfactory by the school
- PVG scheme membership
- GTCS registration confirmation – original certification provision or the school checks GTCS website.¹⁹
- Identity checks and right to work checks. Note that from 6th April 2020, it will be required under the Good Work Plan to provide all workers (i.e. not just employees) with a written statement of their terms of employment on the first day of work²⁰. See Appendix 10 for what should be included in this statement.

¹⁹ You can search whether a teacher is GTC Scotland qualified online at

<https://www.gtcs.org.uk/registration/search-the-register.aspx>

²⁰ <https://good-work-plan-what-are-the-main-reforms-and-how-should-employers-prepare/>

Good practice

For a more exciting or memorable job offer, consider an example from UCC Coffee²¹. Successful candidates are sent an offer letter directly from the Head of HR, containing a 'welcome pack' with goodies, samples of their product and a USB with the candidate's data already logged onto it.

This idea might be easily adaptable to fit the specific school. For example, the school might include a link to an informative video within the offer email, alongside small items such as branded stationery or an encrypted USB stick. Even small gestures such as this can be extremely welcoming for successful candidates. This immediately makes them feel included and perhaps, ultimately, more inclined to accept the job offer.

6.2 Obtaining references

Despite the limitations of references, employers continue to use these because they can provide insight into what candidates are really like to work with on a daily basis. Usually it is acceptable to check references after provisionally offering the job to the candidate. However, for more senior appointments, references tend to be checked at an earlier stage, for example just before interviews with the final pool of candidates.

Good practice

It is becoming increasingly common for employers to utilise 'Online Reference Checking' (ORC) as a way to combat some of the traditional limitations of obtaining references from previous employers²².

ORC is done by the recruiting employer sending a questionnaire to the candidate's references, which contains specific questions the employer wants to know about the candidate's prior experience, qualities, and generally how they are to work with. All of the responses are then anonymised and aggregated into one final report on the candidate, which solves several common problems:

- *Fear of disclosing too much information – all information is compiled together*
- *Providing dishonest references – anonymised responses mean references can give a truer reflection of the candidate*

Obviously, there is still the potential for past employers to give an exaggerated positive or negative account of the candidate, but ORC provides you with more information, while reassuring references there is no legal risk.

In terms of GTCS checks, your designated school contact person should be able to search the register and anything pending should be checked.

When it comes to checking references, this will typically be done manually, either by requesting a written reference or a telephone conversation. While written references may suffice for a junior role, telephone conversations can elicit more information and enable relevant follow-up questions.

²¹ <https://www.ucc-coffee.co.uk/about.html>

²² <https://learn.g2.com/online-reference-checking>

Key points for checking references

- *Leave enough time* – depending on how many candidates are being checked, obtaining references can take weeks
- *Be persistent* – often references will try to provide only the minimum information required, or refer employers to HR for a ‘canned’ response. So be persistent, which might involve securing a time for a call with the previous line manager in advance
- *Approach all candidates consistently* – do not assume some candidates are more reliable or less of a worry just because they have a particular characteristic (e.g. British)
- *Keep a record* – document everyone who is called, and what they had to say: this provides a good backup in case of any difficulties further down the line

Good practice

The most important questions to ask when checking references include²³:

- *Can you confirm the candidate’s employment at your organisation, alongside their salary and responsibilities?*
- *Why did the candidate leave their job at your organisation?*
- *How did the candidate get along with people?*
- *Can you give me any advice on managing the candidate?*
- *What was the candidate’s most memorable accomplishment at your organisation? Identifies candidates who have gone above and beyond their daily responsibilities.*
- *What work environment do you believe the candidate would thrive in? Gives an idea of whether the school may be the right fit for the candidate.*
- *What skills would you have liked to see the candidate develop to reach their full potential? Helpful to expose any potential skills gaps.*
- *Would you recommend this candidate? Blunt but effective – listen out for any red flags.*

²³ <https://www.glassdoor.com/employers/blog/6-questions-you-should-ask-a-candidates-references/>
<https://workbright.com/blog/the-10-best-questions-to-ask-when-checking-references/>

6.3 Safe recruitment checks

Good practice

See Appendix 9 for a template safe recruitment checklist to use when recruiting staff. Note this only covers identity and right to work checks: references still need to be obtained and checked, and PVG Scheme membership will need to be reviewed through Disclosure Scotland²⁴.

After sending the provisional job offer, schools must check the candidate's identity, right to work in the UK, and PVG Scheme membership.

Where GTCS is a requirement of the role, then evidential check with the professional body is required, including whether there are any outstanding hearings or matters pending.

6.4 Fit for work checks

Subsequent to the job offer, but prior to commencing employment, the successful candidate may be assessed by a medical professional (typically occupational health), in order to:

- assess their fitness to undertake the work in question; and
- reduce the likelihood of any disability discrimination claims.

Alongside this, the employee should receive a form attached to their offer letter which requires them to tick a box specifying either:

- "I am not aware of a health condition or disability that might impair my ability to effectively undertake the duties required in this employment"; OR
- "I do have a health condition or disability which might have an effect on my work, and therefore require adjustment to either my work or workplace".

In any case, the employee should still be assessed by occupational health or another medical professional. Several schools made us aware of their use of Integral OH as occupational health provider.

6.5 Data protection

Schools should ensure that all of their documentation is data protection compliant, which will involve making a candidate privacy notice readily accessible at all times (see Appendix 11 for a template candidate privacy notice).

In addition, any documentation from the Recruitment and Selection process should be retained in line with the school's data retention schedule. This includes documentation from members of the selection panel, which should all be collected after interviews or assessments as a matter of good practice.

7.0 Next Steps

7.1 Train the Trainer' sessions

Obviously, this guide cannot possibly cover every eventuality across the Recruitment and Selection process, and further training is likely to be required. The working group indicated a common difficulty in being able to release all staff responsible for Recruitment and Selection to attend training. However, what the group suggested instead was a suite of 'Train the Trainer' sessions, delivered by Navigator, which could then be cascaded throughout the school via internal training to equip other staff with the required skills and knowledge.

²⁴ <https://www.mygov.scot/pvg-scheme/>

As a result, Navigator will be delivering 'Train the Trainer' Recruitment & Selection sessions throughout 2021

These sessions will include training materials which can then be utilised within Independent Schools.

It is important to note that, should a school be subject to legal challenge over its Recruitment and Selection practices, one key material defence relates to whether the staff involved have recently received the appropriate training.

7.2 Further support

In addition, Navigator can provide the following support to ensure that your school's Recruitment and Selection process runs as smoothly and effectively as possible:

- Workplace impact assessment to determine the optimal staffing number (and other efficiencies) within a particular department/team
- Recruitment support, including:
 - creation or updating of job descriptions and person specifications
 - drafting job adverts
 - providing guidance as a member of the selection panel (or as a separate adviser to the panel)
- Induction and onboarding 'toolkit' tailored to your specific school
- Mentoring newly recruited line or senior managers

Navigator adopts a flexible approach, so we are happy to adapt our support to suit the specific needs of different Independent Schools. Regardless of the Recruitment and Selection query, do not hesitate to get in touch and we will be happy to discuss the optimal way forward.

Appendix 1 – Recruitment and Selection Policy

Contents

Section 1: **Policy Statement**

Section 2: **Related Processes**

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Section 4: **Selection Process**

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Section 6: **Disclosure Checks**

Section 7: **Right to Work in the UK**

Section 8: **Appointment**

1. Policy Statement

This policy aims to define the standards and processes that xxx will adopt in order to fairly attract, employ and retain high quality employees.

xxx needs competent and professional employees at all levels in order to operate effectively. Therefore, xxx must adopt the most effective means of attracting and securing the best people and ensure that all processes, procedures and recruitment literature reflect a consistent approach.

[This policy should be read in conjunction with other xxx Policies, namely:]

The Board of Governors has overall responsibility for the implementation, review and updating of this policy, but has delegated day to day responsibility of its implementation to [ROLE].

2. Related Processes

2.1 Recruitment Authorisation

All recruitment of all temporary and permanent vacancies to xxx must be agreed with the [ROLE]. Salary banding for all posts will be agreed by the xxx. Budgets for recruitment will be set by the Board of Governors.

The [ROLE] will:

- Compose an up to date and justifiable job description and person specification for each vacancy.
- Agree the most effective recruitment process to be used for the identified vacancy.
- Set dates of recruitment schedule, including:
 - date of advert placed in press [NAME ANY OTHER PLACE]
 - closing date of applications (mentioned in advert – x weeks after advert published)
 - date for short listing panel to meet and score applications
 - date for interviews (mentioned in advert – xx weeks after short listing).
- Decide on participants of short listing / interview panel.

All posts will be advertised with a salary band attached. Successful candidates meeting the minimum criteria will be placed at the appropriate salary. Where the candidate demonstrates the majority of essential criteria

or they require a professional qualification, they may be taken on a lower salary which will be amended on completion of the qualification.

2.2 Recruitment of Temporary Employees

Where the [ROLE] has authorised recruitment of a temporary colleague, such colleague will normally be sourced through approved Recruitment Agencies. The [ROLE] will source and cost Recruitment Agencies.

2.3 Advertising and Notification of Vacancies

2.3.1 Internal Advertising

- Authorised vacancies will usually be advertised internally. Exceptions may be made as a result of career development appointments or restructuring where an existing role may potentially be redundant.
- The [ROLE] will distribute internal vacancy information via email to all employees.

2.3.2 External Advertising

- External advertisements being placed in the media must be approved by the [ROLE] and placed to comply with School styles and statutory obligations, including equal opportunities.
- The [ROLE] will determine:
 - where advertisements are placed – e.g. websites, specific journals, associated bodies, etc
 - whether the advert should be placed through xxx approved advertising agency, or
 - whether School approved recruitment agencies/consultancies may be used (all agencies/consultancies will be briefed fully on the vacancy details by the [ROLE], to ensure consistency of approach).
 - Job centres may also be used. Full vacancy details, along with application packs will be co-ordinated and issued.
 - [Any other advertising routes]

3. Application Procedure

It is important that the application experience is positive for all applicants. This will ensure that unsuccessful applicants who may be future parents, associates or colleagues are left with a positive image of [].

All applications received will be treated confidentially. A candidate number will be attached to each application.

The ROLE will separate the following from main body of the application [Form Name/ID if applicable]:

- the personal details,
- equal opportunities monitoring form, and the
- criminal conviction declaration.

Only the application form will be circulated to members of short listing / interview panel.

The [ROLE] will record confidentially the contents of the equal opportunities monitoring form received from all applicants to enable regular equal opportunities monitoring. The following set of processes must then take place:

- Short listing of all applications received should be carried out as soon as reasonably practicable after

the closing date by members of the appointed panel.

- Applications will be shortlisted/scored against the essential criteria of the Person Specification distributed to candidates within the application pack.
- All applicants not invited to attend for interview should be informed in writing as soon as a decision has been made.
- Successful candidates will be invited for interview in writing, giving sufficient notice for preparation. (A copy of the short-listing scoring sheet and copy of all application documents will be retained on file for **six months**, in case of any future enquiries.)

Internal Applicants

- Existing colleagues will undergo the same process as external applicants and will be selected to attend an interview only if they meet the criteria established within the person specification for the job and are short-listed for the position.
- All internal candidates must advise their Manager of their application and complete the same application documents as external candidates.

4. Selection Process

The [ROLE], in consultation with other interview panel member/s, will compose a list of questions to ask all interviewees. Where required, a presentation topic will also be set by the panel.

All those involved in selection decisions should be fully aware of their responsibilities under relevant School policies and legislation. All processes used will be reviewed and validated regularly by the [Chief Operating Officer] to ensure they are fair and reliable.

Panel members should note the following:

- All interview comments recorded should be factual, objective and non-discriminatory as they may be open to external scrutiny.
- Rejection decisions should be based on perceived lack of capability due to inexperience, inadequate qualifications, etc, not on criteria related to any protected characteristic or TU membership.
- All application documents, interview notes and interview scoring sheets will be retained on file for six months, in case of any future enquiries.

For the [NAME APPLICABLE ROLES] appointments, the short listing / interview panel will always have the Chair of the Board and/or [ROLE] as a member.

All unsuccessful candidates will be notified as soon as possible in writing.

Unsuccessful candidates should be offered the opportunity for feedback on their interview and reasons for their non-selection.

5. References

Two references from previous employment will be sought for each candidate invited to attend for interview. A standard form and letter will be sent to the named referee by the [ROLE].

6. Disclosure Checks

Where the role requires that a person holds membership in the PVG membership scheme it is their responsibility to satisfy the panel that their membership is in place. This will be made clear on the recruitment materials.

7. Professional registration

Where the role requires that a person holds a relevant degree, professional qualifications, membership registration then the candidate has a responsibility to evidence this. [This will be required to be evidenced before candidates attend interviews]

8. Right to Work in the UK

Every employer has an obligation to prevent illegal working. It is unlawful to employ an individual who does not have the right to work in the UK or who is working in breach of their conditions of stay in the UK. An employer must carry out checks before the employment starts and, where the employee's right to stay in the UK is limited, annually thereafter. Records of the checks made must be maintained.

A **criminal** offence is committed if an employer ought reasonably to have known that it employed someone who does not have the appropriate permission to work in the UK.

Prior to starting employment, each new employee must produce evidence of their right to work in the UK, which may be a passport or other official documentation.

The original documentation must be produced, and a copy taken and retained on the employee's file. Where an employee has a limited right to work in the UK, their continuing right to work must be checked when their permission is due to expire.

It is vital that an employer checks the validity of the original documents and is satisfied that the individual is the person named in them. This will include:

- Checking that any photographs are consistent with the appearance of the individual.
- Checking the dates of birth listed are consistent across the documents and correspond with the appearance of the individual.
- Checking that the expiry dates of any limited leave to enter or remain in the UK have not passed.
- Checking any UK government endorsements (stamps, visas, and so on) to see if the individual is able to do (or prohibited from undertaking) the type of work offered. If the individual holds Tier 4 immigration permission in order to study in the UK, the employer is also required to satisfy themselves that the individual is only undertaking the number of permitted working hours during term time.
- Checking that the documents are genuine and have not been tampered with and belong to the holder.
- If the individual gives two documents that refer to them as having different names, the employer should request a further document to explain the reason for this. The further document can include a marriage certificate, a divorce decree, a deed poll document or statutory declaration.

The copies must be in a format that cannot later be altered, for example, a photocopy or scan. Electronic copies must be made using a non-rewritable format.

When copying passports, the employer need only copy:

- The front cover.
- Any page containing the holder's personal details.
- Any page containing UK government endorsements, noting the date of expiry and any relevant UK immigration endorsement that allows the individual to do the type of work for which they are employed.

The copy must be signed and dated. All copies must be retained for the duration of the individual's employment and for a further two years after the employment has ceased.

9. Appointment

Where an internal candidate is appointed, their release date from their present role will be agreed by the [ROLE]. For [identify relevant roles] appointments this will be in consultation with the [ROLE]. This should be as soon as is reasonably practicable and no later than the usual contractual notice period.

All appointment letters and Contracts of Employment will be generated by the [ROLE] using agreed standardised documentation.

All external offers of employment are subject to satisfactory references, the right to work in the UK and proof of qualifications and disclosure checking. All information must be treated as strictly private and confidential. These letters should only be sent by the [ROLE].

All documentation for recruitment or appointment will be retained at [LOCATION]. Documentation will be subject to review by the [ROLE] to ensure it complies with xxx's standards and data protection and other associated employment legislation.

Appendix 2: Template junior school class teacher job description

Job Title:	Junior School Teacher
Responsible to:	Junior School Headteacher
Responsible for:	N/A
Hours of Work:	Full Time Post

Job Purpose The post-holder is expected to uphold and actively promote the ethos of [SCHOOL]. The role of the Junior School Teacher is to provide high quality teaching to ensure that the School meets its academic objectives and to work closely with other members of staff. Teachers in the Junior School will also undertake supervisory duties as allocated by the Headteacher/Deputy Headteacher of the Junior School.

Key responsibilities

- To teach and work to the standards of the GTCS Code of Professionalism and Conduct, and Standard for Full Registration.
- To teach pupils according to their educational needs and according to relevant course syllabuses; including the setting and marking of work carried out by the pupils and the preparation of lesson plans and classroom teaching materials.
- To work collaboratively with colleagues in their year group and across the school.
- To maintain high standards of appearance and behaviour and to act as role model for pupils.
- To contribute to the production, evaluation and revision of schemes of work to cover these syllabuses.
- Contributing to the delivery and implementation of the curriculum, alongside supporting its ethos and wider mission.
- Organise off-site trips and activities for the pupils to embed learning beyond the classroom
- Support the school's ethos for outdoor education.
- To provide a lively and stimulating environment in which teaching, and learning can occur, including the maintenance of classroom displays.
- To assist in establishing, monitoring and reviewing syllabuses and the curriculum.
- To liaise and work with the Support for Learning Team as required.
- To assess, record and report on the development, progress and attainment of pupils, including the tracking of baseline assessments and progression across the curriculum.
- To contribute to whole staff professional learning and development sessions, taking an interest in reflective practice and teacher agency.
- To cover the short-term absence of other Teachers.
- To inform the Headteacher/Deputy Headteacher of the Junior School in the event of his/her own absence and, if possible, to allocate work to be completed.
- To encourage pupil participation in internal and external events involving his/her subject, as appropriate, being mindful of school policy on off-site trips.

- To maintain confidential communication with other teachers on matters concerning the welfare of pupils.
- To comply with School Health and Safety policies.
- To be responsible for maintaining the high standards of classroom management.
- To communicate and consult with the parents of pupils via school reports and parent/teacher meetings and meet parent upon request regarding pupil progress. Engage in proactive communication with parents.
- To attend daily staff briefing and weekly meetings.
- To participate in a periodical review of teaching methods used individually and by the School, and to keep his/her knowledge and expertise up to date by further training and professional development and the School's Professional Review and Development scheme (including GTCS 'Professional Update')
- To assist in the preparation of the School Development Plan and to undertake such tasks as assigned to him/her in the plan.
- To assist in the induction and integration into the School of new colleagues.
- To comply with relevant regulations e.g. Education Acts, Children's Act etc.
- To assist with the organisation of major School events, such as Sports Day and Open Days, as required, and support these events.
- To contribute to the co-curricular programme of the School and show an interest in the extra-curricular pursuits and interest of the children.
- To fulfil any other duties that the Junior School Headteacher/Deputy Headteacher might reasonably require from time to time.

This is not intended to be an exhaustive list of responsibilities and duties, and it is expected that the post-holder will participate in activities according to the needs of the School and for better fulfilment of the role.

Appendix 3: Template class teacher person specification

FACTOR	ESSENTIAL	DESIRABLE	EVIDENCED BY
QUALIFICATIONS	<ul style="list-style-type: none"> ➤ Relevant degree ➤ Relevant teaching qualification. 		<ul style="list-style-type: none"> ➤ Application Form and Applicant's letter. ➤ Documentary Evidence
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> ➤ The theory and practice of providing effectively for the individual needs of all children (classroom organisation and learning strategies). ➤ To have a clear knowledge and understanding of the primary curriculum and its application. ➤ The ability to develop a creative curriculum. ➤ To motivate and inspire pupils. ➤ An understanding of teamwork. ➤ The monitoring, assessment, recording and reporting of pupils' progress. 	<ul style="list-style-type: none"> ➤ Familiarity with National Child Protection Guidelines. ➤ Knowledge of GDPR requirements. 	<ul style="list-style-type: none"> ➤ References ➤ Interview ➤ Lesson observation. ➤ Lesson plans.
COMMUNICATION	<ul style="list-style-type: none"> ➤ The ability to communicate effectively in a verbal and written form to a range of audiences. ➤ Knowledge of when to pass a problem on and be prepared to do so. ➤ Awareness of good customer service and what this means in the Prep School environment. 	<ul style="list-style-type: none"> ➤ Efficient use of email and relevant social media platforms. 	<ul style="list-style-type: none"> ➤ Application Form and Applicant's letter. ➤ Interview ➤ Lesson observation.
SKILLS AND APPTITUDES	<ul style="list-style-type: none"> ➤ The ability to teach a wide range of subjects across the Prep / Pre-Prep age range. ➤ Effective use of a variety of teaching and organisational styles and resources, including ICT. ➤ To have the ability to develop and maintain good professional relationships and contribute to curriculum development. ➤ Be able to create a happy, challenging and effective learning environment. ➤ Ability to deal sensitively with people and resolve conflicts. ➤ Capability of adapting teaching style to 	<ul style="list-style-type: none"> ➤ To develop strategies for creating community links. ➤ Show an interest in sport and the ability to lead a games group. ➤ Full UK Driving Licence. 	<ul style="list-style-type: none"> ➤ Application Form ➤ References ➤ Interview ➤ Lesson observation. ➤ Specific Qualifications or expertise. ➤ Information on previous Professional Learning courses attended.

FACTOR	ESSENTIAL	DESIRABLE	EVIDENCED BY
	<ul style="list-style-type: none"> ➤ accommodate the learning needs of children. 		
PERSONAL QUALITIES	<ul style="list-style-type: none"> ➤ Displays warmth, care and sensitivity in dealing with children. ➤ Passionate about teaching and learning. ➤ Organised, adaptable and flexible. ➤ Open minded, self-evaluative and adaptable to changing circumstances and new ideas. ➤ Ability to prioritise. ➤ Good interpersonal and communication skills. ➤ Willingness to be involved in the wider life of the school. ➤ Approachable, empathetic and always inclusive. ➤ Commitment to Safeguarding. 		<ul style="list-style-type: none"> ➤ Application Form ➤ Interview ➤ References
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> ➤ GTCS Registration ➤ PVG Disclosure ➤ Evidence of right to work in the UK. 		<ul style="list-style-type: none"> ➤ Documentary evidence.

Position applied for:

1. Personal Details		
First Name(s):		Surname:
Address (including post code):		
Email Address:		
Telephone (daytime):	Telephone (evening):	Mobile:
GTCS Registration Number:		
Provisional Registration <input type="checkbox"/>	Full Registration <input type="checkbox"/>	
Primary <input type="checkbox"/>	Secondary <input type="checkbox"/>	
Additional Support Needs <input type="checkbox"/>	Subject <input type="checkbox"/>	
Disclosure Scotland PVG Scheme: If you are a member, please provide your membership number.		PVG Scheme Membership Number:

2. Secondary Education

Please include secondary qualifications. Continue on a separate sheet if necessary.

School/College Attended	Dates from/to	Qualification and Grades Obtained

3. Further and Higher Education

Please include all relevant qualifications. Continue on a separate sheet if necessary.

College/University Attended	Dates from/to	Qualification and Grades Obtained

4. Professional Qualifications		
Institute or Professional Awarding Body	Qualification Obtained	Date(s) Obtained

5. Relevant Professional Learning			
Nature of Professional Learning	Dates from/to	Further Details	Impact of Professional Learning

6. Employment History

Please provide details in chronological order of ALL employment since completing your secondary education. Include all periods not in employment. Continue on a separate sheet if necessary.

Details of present or most recent employer

From:

To:

Position/Job Title:

Name and Address:

Main Duties:

Reason for leaving:

Salary:

Dates from/to	Employer's Name, Address and Nature of Business	Job Title, and brief description of main duties and responsibilities	Reason for Leaving
7. Other interests and areas of expertise			

8. Additional Information

Please provide any other information which will indicate how you are suited to the position.

9. References

Please provide details of two persons to whom reference may be made prior to interview. One must be your present or most recent employer.

Reference 1		Reference 2	
Name:		Name:	
Job Title:		Job Title:	
E-Mail Address		E-Mail Address:	
Address:		Address:	
Telephone No:		Telephone No:	
Can be contacted prior to interview	Yes <input type="checkbox"/> No <input type="checkbox"/>	Can be contacted prior to interview	Yes <input type="checkbox"/> No <input type="checkbox"/>

10. ELIGIBILITY TO WORK

National Insurance Number:

Under the Government Points Based System employers must ensure that any prospective employee is legally entitled to live and work in the UK. **All applicants will have to provide documentary evidence, at the interview stage, in the form of either a Passport, Work Permit, Registration Card issued by the Home Office, a document demonstrating that they are a national of a European Economic Area country or Switzerland and Birth Certificate.**

Are there any restrictions to your residence in the UK which might affect your right to take up employment in the UK?

Yes ☐

No ☐

If Yes, provide details:

Do you have a current work permit?

Yes ☐

No ☐

If **Yes** which type of work permit do you have and are there conditions attached?

If **No** provide details:

11. DECLARING AN INTEREST

Please provide names and relationship details of anyone you are related to or have a personal relationship with at [INSERT] School, e.g. a member of staff or any Governor of [INSERT] School or if you have any financial interest in contracts with the School or pending tenders:

12. REHABILITATION OF OFFENDERS ACT AND DISCLOSURE SCOTLAND

The School is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions, reprimands and final warning (including those which would normally be considered 'spent' under the Act) must be declared. If you have a criminal record this will not necessarily prevent you from gaining employment with [INSERT] School. Each case will be assessed fairly by the School's Senior Management Team.

Have you ever been convicted of a criminal offence or are you currently undergoing criminal investigation? Yes / No

Is there any relevant court action pending against you? Yes / No

Have you ever received a caution, reprimand or final warning from the Police? Yes / No

If you have answered yes to any of the above, you must provide details and date(s). This should be sent in a separate envelope marked 'Confidential for personal attention of the [HR Officer]'.

13. DATA PROTECTION DECLARATION

Under the terms of the General Data Protection Regulation (EU 2016/679), the information you provide in this application form will only be used for the purpose of assessing your suitability for employment and whether to enter into a contract of employment with you.

The School's privacy notice for applicants is located on the School's website. It is applicable to all applicants and by signing below you are deemed to have read and understood the School's privacy notice.

I understand the information above and hereby:

1. Declare that the information provided in this application form is, to the best of my knowledge, true and complete. I understand that any false or misleading statements may be sufficient cause for rejection or, if employed, will result in the termination of my employment.
2. Agree that the information I give [INSERT] School in connection with this application for employment may be stored and processed for the purposes as stated in the School's privacy policy for applicants.
3. Consent for the School to undertake any checks it may deem necessary in connection with my application as detailed in the information pack provided.
4. Agree for the School to ask my previous employers questions regarding my disciplinary and capability record and give my consent for my previous employers to disclose this information.
5. Understand that canvassing of Interview panel members, directly or indirectly in connection with any appointment shall disqualify me.

Signed: _____ Date: _____

How did you hear about this vacancy?

[INSERT SCHOOL] website / TESS / SCIS website / SIJobs / other:

SECTION 1 - CONTACT DETAILS

First Name(s):	Surname:		
Address:	Home Telephone Number:	Daytime Telephone Number:	
	Mobile Telephone Number:		
	E-mail address:		
	Are you a member of Disclosure Scotland's PVG Scheme? Yes / No If yes, please provide your membership number:		

SECTION 2 - EMPLOYMENT RECORD

Present or Most Recent Employer:	Dates Employed:			
Employer's Name and Address	Annual Salary on leaving:			
	Other Benefits:			
	Reason for Leaving:			
	Notice Period:			
Position held & brief description of duties:				
Previous Employers: (please list all previous employers from leaving school, most recent employer first)				
Employer's name and address	Position(s) held	Dates		Reason for leaving
		From	To	

If there are any gaps in your employment or education history, please explain here:

Continue on a separate sheet if necessary

SECTION 3 – EDUCATION AND TRAINING

Education:

Qualification(s) gained including grade	Dates awarded	School / Colleges, Universities or Institutes of Further Education

Details of any Membership(s) of Professional Associations/Bodies:

Membership Details	Date awarded

Education Qualification(s) currently being pursued:

Qualification(s) being undertaken	Expected date of completion	College/University or Institute

Training: (relevant work related courses)

Course title and subjects covered	Date and duration	Training organisation

Driving Licence: (You only need to answer this question if driving is a requirement of the post, detailed in the person specification)

Do you hold a current, clean, valid driving licence? Yes / No

Please give details if you have answered no to the above question:

Do you own or have use of a car? Yes / No

SECTION 4 – ANY OTHER RELEVANT INFORMATION ABOUT OTHER ACTIVITIES OR INTERESTS, MEMBERSHIP OF ORGANISATIONS, OR COMMITMENTS TO PUBLIC DUTIES

SECTION 5 – SUPPORTING PERSONAL STATEMENT

Please indicate how you satisfy each criteria set out in the Person Specification drawing on evidence from your personal and work experience (paid or unpaid) education and training. Please refer to the guidance notes for further information.

(please continue on a separate sheet if necessary)

SECTION 6 – REFERENCES

Please provide the names, addresses, telephone numbers and e-mail addresses of a current/most recent employer and other. **Referees should not be someone associated with [INSERT] School.**

CURRENT / MOST RECENT EMPLOYER	OTHER REFEREE
Name:	Name:
Job Title:	Job Title:
Address:	Address:
Tel:	Tel:
E-mail:	E-mail:
May this referee be contacted if you are shortlisted? Yes / No	May this referee be contacted if you are shortlisted? Yes / No

All appointments at [INSERT] School are conditional upon receipt of a satisfactory PVG Certificate (Protection of Vulnerable Groups Scheme) and 2 suitable references. The School will process the appropriate PVG application on behalf of the employee if successfully selected for the position.

SECTION 7 – REHABILITATION OF OFFENDERS ACT AND DISCLOSURE SCOTLAND

The School is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions, reprimands and final warning (including those which would normally be considered 'spent' under the Act) must be declared. If you have a criminal record this will not necessarily prevent you from gaining employment with [INSERT] School. Each case will be assessed fairly by the School's Senior Management Team.

Have you ever been convicted of a criminal offence or are you currently undergoing criminal investigation?

Is there any relevant court action pending against you?

Have you ever received a caution, reprimand or final warning from the Police?

If you have answered yes to any of the above, you must provide details and date(s) and send in a separate enveloped letter marked 'confidential' for personal attention of the HR Officer.

SECTION 8 – ELIGIBILITY TO WORK

National Insurance Number:

Under the Government Points Based System employers must ensure that any prospective employee is legally entitled to live and work in the UK. **All applicants will have to provide documentary evidence, at the interview stage, in the form of either a Passport, Work Permit, Registration Card issued by the Home Office, a document demonstrating that they are a national of a European Economic Area country or Switzerland, and Birth Certificate.**

Are there any restrictions to your residence in the UK which might affect your right to take up employment in the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes , provide details:	

Do you have a current work permit?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes , which type of work permit do you have and are there conditions attached?	
If No , provide details:	
SECTION 9 – DECLARING AN INTEREST	
Please provide names and relationship details of anyone you are related to or have a personal relationship with at [INSERT] School e.g. a member of staff or any Governors of [INSERT] School or if you have any financial interest in contracts with the School or pending tenders (please note this list is not exhaustive and only contains some examples):	
SECTION 10 – DATA PROTECTION DECLARATION	
Under current data protection legislation, the information you provide in this application form will only be used for the purpose of assessing your suitability for employment and whether to enter into a contract of employment with you.	
The School's privacy notice for applicants is located on the School's website. It is applicable to all applicants and by signing below you are deemed to have read and understood the School's privacy notice.	
I understand the information above and hereby:	
<ol style="list-style-type: none"> 6. Declare that the information provided in this application form is, to the best of my knowledge, true and complete. I understand that any false or misleading statement may be sufficient cause for rejection or, if employed, will result in the termination of my employment 7. Agree that the information I give [INSERT] School in connection with this application for employment may be stored and processed for the purposes as stated in the School's privacy policy for applicants. 8. Consent for the School to undertake any checks it may deem necessary in connection with my application as detailed in the information pack provided. 9. Agree for the School to ask my previous employers questions regarding my disciplinary and capability record and give my consent for my previous employers to disclose this information. 10. Understand that canvassing of Interview panel members, directly or indirectly in connection with any appointment shall disqualify me. 	
Signed: _____	Date: _____
Please indicate where you saw the vacancy advertised: _____ Were you referred by either a current or previous member of our staff, Board of Governors? If so, please advise of their name. _____	

Office use only:

Date Application Received.....

Shortlisted ☐

Appointed ☐

Appendix 6: Guidance note for completing the application form

GENERAL INFORMATION

The following information is designed to help you complete the application form as effectively as possible. If you require assistance in completing the form, or need the form in an alternative format, please contact the School's HR Officer or designated individual.

[INSERT] School understands that our workforce consists of individuals who are unique and different and by harnessing these differences we will create an environment where every individual feels valued and encouraged, where talents are recognised, developed and utilised. This will help us meet our organisational goals.

Before completing your application, please read the Job Description and Person Specification for this post.

SECTION 1: CONTACT DETAILS

Please complete this section fully.

SECTION 2: EMPLOYMENT RECORD

Please complete this section in date order, beginning with your most recent job and listing all work undertaken since leaving education. Please account for any gaps in employment.

Please continue with this section on a separate sheet if necessary.

SECTION 3: EDUCATION & TRAINING

Please complete this section as fully as possible. The School will require evidence of your highest and / or relevant qualifications before confirming an appointment and may check your qualifications with the relevant awarding body.

Qualifications are not always essential for all posts. You may have undertaken other training that is just as relevant to the post.

Where specific qualifications are requested the applicant must provide original documentary evidence at interview stage.

SECTION 4: ANY OTHER RELEVANT INFORMATION

Please complete this section providing details of any other activities or interests, membership of organisations or commitments to public duties either personal or professional that you have outside of your current employment.

SECTION 5: EXPERIENCE & SKILLS

This most important section must be completed fully.

During the short-listing process your skills, experience and knowledge will be assessed against the selection criteria outlined on the Person Specification.

It is therefore very important that you address all the areas identified in the Person Specification and give specific examples as to how you meet the selection criteria.

You may have gained relevant experience through paid employment, or voluntary work in the community or in a school environment.

You may find it helpful to do a rough draft first making sure you have covered all the requirements of the Person Specification.

SECTION 6: REFERENCES

All offers of employment are made subject to receiving two references satisfactory to the school. You must give two professional referees that have had managerial / supervisory responsibility for you, one of whom must be your manager with your current / most recent employer. If there are special circumstances why it is not appropriate, then this must be explained.

If you have not worked for some time or have not worked, give the name of someone who can comment on your ability to do the job.

Further advice on who is suitable as a referee is available from the School's HR Officer. The School reserves the right to ask for substitute referees, if the ones you have provided are not deemed to be suitable or where contact has proven unsuccessful.

Please note that the School will specifically enquire if disciplinary and/or capability action has ever been taken or was pending.

You may ask to see these references, however some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released
- or
- your right to know this information and its source outweighs the right to privacy of the third party

SECTION 7: DECLARATION OF CRIMINAL OFFENCES

You must give details of any offences, convictions, cautions or bind-overs you have, or any court cases pending.

All jobs at [INSERT] School involve access to persons who are under 18 and are exempt under the 'Rehabilitation of Offenders Act 1974' by virtue of the Exception Order. Therefore, when applying for a role within [INSERT] School you must reveal details of all convictions - spent or otherwise. These posts are also subject to the Disclosure Scotland PVG Scheme.

SECTION 8: ELIGIBILITY TO WORK

Please complete this section fully, it is a legal requirement that all employees must demonstrate that they are entitled to live and work in the UK. You will be required to produce documentary proof e.g. passport and work permit, where applicable, to demonstrate your eligibility to work if selected for interview.

SECTION 9: DECLARING AN INTEREST

Failure to disclose an interest could disqualify you from being appointed to a post with St Leonards School.

SECTION 10: DATA PROTECTION DECLARATION

The School's privacy notice for applicants is available on the School's website. Please read this notice and Section 10 before signing your application form.

Failure to sign this part of form will disqualify you from being appointed to a post with [INSERT] School.

CHECKLIST

- Read through your completed application form carefully making sure you have fully answered all the questions.
- If you have completed separate sheets make sure that these are numbered and clearly marked with your name.
- Keep a copy of your application form for reference.
- Make sure you return the application form to the HR Officer using the details provided below in plenty of time before the closing date.

WHAT HAPPENS NEXT

Your completed application form will be used to decide whether or not you are selected for interview.

All candidates will be informed whether they have been successful in being short-listed, normally within 2 weeks of the closing date.

Thank you very much for completing your application form. We appreciate the time and effort you have taken to complete your form.

Appendix 7: Example selection processes for different types of role

Please note that these are only examples of how the selection process might look: this is not to say that other selection methods and processes would not work just as well.

<p><u>EXAMPLE 1</u></p> <p>Junior administrative support staff role</p> <ul style="list-style-type: none"> • Shortlisting • Assessment (e.g. work-based prioritisation task) • Structured interviews • Reference and other checks • Job offer 	<p><u>EXAMPLE 2</u></p> <p>Mid-range teaching post</p> <ul style="list-style-type: none"> • Shortlisting • Structured interviews • Observed teaching/pupil panel • Reference, PVG and other checks • Job offer
<p><u>EXAMPLE 3</u></p> <p>Senior management role</p> <ul style="list-style-type: none"> • Shortlisting • Reference checking (at stage of final pool of candidates) • Structured interviews • Presentation to senior leadership team or Board • Guided or virtual tour of the school • Final checks • Job offer 	<p><u>EXAMPLE 4</u></p> <p>Head teacher/Rector vacancy</p> <ul style="list-style-type: none"> • Shortlisting • Initial reference checking (e.g. PVG) • First round of structured interviews • Training session with staff • Meeting the pupil voice. • Written communications • Leadership assessments – including chairing a meeting. • Further shortlisting • Guided or virtual tours • Second round of interviews • Presentations • Final reference and employment checks • Job offer

Appendix 8: Competency Based Interview Questions

Below are some areas of competence you may wish to assess with suggested questions to use to explore the candidates' experience.

Communication	
<p>How do you communicate to a diverse audience? What communication methods do you explore. What were the results of a specific event?</p> <p>Give me an example of how you communicated a message that you knew may not be well received by the recipients. How did you go about this and what were the results?</p>	
Negative Behaviours	Competency Description
<ul style="list-style-type: none"> ▪ Lacks structure & clarity in their communication ▪ Unable to make themselves heard ▪ Fails to keep others informed ▪ Didn't adjust their behaviour or approach ▪ Didn't take into consideration the wider audience/stakeholders 	<ul style="list-style-type: none"> ▪ Equally effective in getting themselves heard in both formal and prepared settings and informal discussions ▪ Tailors their style to the audience ▪ Able to win audiences over to their position ▪ Able to address negativity and difficult conversations
Planning and Organisation	
<p>Tell us about the ways in which you plan your workload</p> <p>How do you deal with unforeseen circumstances and can you provide an example of when this happened and how you dealt with it?</p>	
Negative Behaviours	Competency Description
<ul style="list-style-type: none"> ▪ No specific actions taken. ▪ Unable to prioritise. ▪ Lack of proactive planning ▪ Inability to delegate – [if used in a leader/management interview] 	<ul style="list-style-type: none"> ▪ Uses specific tools to plan. ▪ Conscious of requirement to build in contingency ▪ Collaborates with a wider team ▪ Understands when and how to escalate.
Enthusiasm for change	
<p>Describe a time when there was a fundamental change in the way things were done in a previous setting. What was your response towards it? What were others.</p> <p>What part did you play in the programme – change leader, change participant?</p>	

Negative Behaviours	Competency Description
<ul style="list-style-type: none"> ▪ Resistant to new ideas and ways of doing things. ▪ Narrow and conventional approach ▪ Becoming fixed on 1 single option or plan. ▪ Pointing out the drawback of the change, requirement to remain with the status quo. 	<ul style="list-style-type: none"> ▪ Uses past experiences, insights and best practice to reconstruct and add new perspectives to existing areas, issues and situations. ▪ Translates ideas into workable solutions and efficiencies. ▪ Delivers change. ▪ Provides constructive challenges.

Appendix 9: Safeguarding and child protection questions examples

Safeguarding and child protection questions examples

Motivation for working with children
<ul style="list-style-type: none"> What attracted you to teaching/this post/this school? How do you think your own childhood may have influenced your own practice? Possible follow ups: How? Why? What is the impact/result? Tell us about your interests outside of work. What motivates young people?
Understanding of child protection principles
<ul style="list-style-type: none"> What do you think are the professional challenges facing school staff today? Possible follow ups: Have you experienced any of these? How did you deal with them? What do you do to avoid them? What would you do if you were concerned about a colleague's behaviour towards children? What makes a school a safe and caring place? Possible follow ups: How have you contributed to this? What policies are important to support a safe environment? Possible follow ups: Why are these important? What are staff's responsibilities in protecting children? Tell us what you have done in the last 12 months to actually improve child protection in the workplace?
Boundaries and inappropriate behaviour
<ul style="list-style-type: none"> Give an example of where you have had to deal with bullying behaviour between pupils. Possible follow ups: What was the result? Who did you involve? What was the impact on other children? How did you know? Give an example of how you have managed poor pupil behaviour. Young people can develop 'crushes'. How would you deal with this? Possible follow ups: Have you had experience of this? How would/ do you avoid this? Give an example of how you have responded to challenging behaviour. Possible follow ups: How did it affect you emotionally? Why did you respond in this way? What impact did it have on their learning and interaction with other children/ you? When do you think it is appropriate to physically intervene in a situation involving young people? How do you define an appropriate staff – pupil relationship? Give examples of what you would consider to be appropriate and inappropriate behaviour between or toward staff and pupils.

Appendix 10: Interview questions to avoid

Note that questions in the left column focus purely on aspects related to the job, whereas questions in the right column focus on personal characteristics and preferences.

You can ask...	But avoid asking... ²⁵
Ethnicity & Religious Beliefs	
<i>This job requires you to be able to speak more than one language: what languages are you fluent in?</i>	<i>What is your native language?</i>
<i>Are you able to work all of the scheduled school days required for this role?</i>	<i>Do you observe any religious holidays which fall during scheduled working time?</i>
Marital and Family Status or Sexual Orientation	
<i>Are you able to travel from time to time?</i>	<i>Do you have or plan to have children?</i>
<i>Are you able to work overtime at short notice?</i>	<i>Do you have childcare arrangements in place for working out of hours?</i>
<i>Do you have any qualifications or references under another name?</i>	<i>Is this your maiden name?</i>
<i>What are your long-term career goals?</i>	<i>Do you plan to take a career break to start a family?</i>
Gender or Age	
<i>Are you over the age of 18?</i>	<i>How old are you?</i>
<i>What can you bring to this role in terms of managing staff?</i>	<i>How do you feel about managing men/women?</i>
<i>What are your long-term career goals?</i>	<i>How long do you plan to work for before retirement?</i>
Location	
<i>Are you able to start work at 8:50am?</i>	<i>How long would your commute be?</i>
Physical Illness or Disability	
<i>How many scheduled days of work did you miss last year?</i>	<i>How many sick days did you take last year?</i>
<i>To the best of your knowledge, will you be able</i>	<i>Do you have any physical or mental conditions</i>

²⁵ <https://www.tpp.co.uk/interview-questions-you-should-avoid-and-what-to-ask-instead>

You can ask...	But avoid asking...²⁵
<i>to perform all aspects of the role without excessive strain or difficulty?</i>	<i>which might impede your ability to perform this role effectively?</i>
Lifestyle Choices	
<i>Are you able to respect the designated time for extended breaks throughout the day?</i>	<i>Do you take smoke breaks?</i>
<i>What do you do to maintain your well-being?</i>	<i>Do you drink alcohol or take drugs?</i>
<i>Do you have any commitments which would require extensive time away from work?</i>	<i>Are you a member of any voluntary organisations such as the Territorial Army or Special Constabulary?</i>

Appendix 11: What a written statement of employment terms must include

What a written statement of employment terms must include

A contract of employment is a legally binding agreement between an employer and employee. In the UK, the term 'employee' is defined by the Employment Rights Act 1996 as an individual who has entered

From 6 April 2020, employees are entitled to receive written particulars from day one of their contract. Previously employers had two months in which to fulfil the obligation.

The following must all be included in the 'written statement of employment particulars':

- the name and address of the school, who will also be referred to as the 'employer'
- the employee's name and job title (or a description of work)
- the start date (the day the employee starts work)
- if a previous job counts towards a period of continuous employment, the date the period started
- where an employee will be working and whether they might have to relocate. If an employee works in different places, where these will be and what the employer's address is
- how much, how often and when an employee will get paid. Scale or rate of remuneration, or the method of calculating the remuneration
- hours and days of work and if and how their hours or days can change. (Include the detail if staff members will have to work Sundays, nights or overtime)
- holiday and holiday pay, if that includes public holidays and include an explanation of how it is calculated if the employee leaves.
- The amount of sick leave and pay (if this is not held within the document, the employer must state where to find it)
- Any other paid leave (if this is not held within the document, the employer must state where to find it)
- Any other benefits including non-contractual benefits
- The notice period either side must give when employment ends by either party
- How long the job is expected to last (if it's fixed term)
- Any probation period, including its conditions and how long it is
- If the employee will work abroad, and any terms that apply
- Training that must be completed by the employee, including training the employer does not pay for

There are terms that can be provided later, but no later than 2 months after the beginning of the employment start date.

These may be the follow:

- Pension arrangements
- Any collective agreements that apply
- Details of any training provided by the employer that is not compulsory
- Disciplinary rules and disciplinary and grievance procedures

If the written terms refer to other documents or steps, the employer must state

- Where they are
- Where to find them

Appendix 12: Template candidate privacy notice

[SCHOOL NAME]

Employment Candidate Privacy Notice

What is the purpose of this document?

[SCHOOL] is a "data controller". This means that we are responsible for deciding how we hold and use personal data about you. You are being sent a copy of this privacy notice because you are applying for work with us (whether as an employee, worker or contractor). It makes you aware of how and why your personal data will be used, namely for the purposes of the recruitment exercise, and how long it will usually be retained for. It provides you with certain data that must be provided under data protection law in the UK.

Data protection principles

We take your privacy very seriously. When we collect data about or from you, we will at all times comply with data protection law and principles, which means that your data will be:

Used lawfully, fairly and in a transparent way.

Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes.

Relevant to the purposes we have told you about and limited only to those purposes.

Accurate and kept up to date.

Kept only as long as necessary for the purposes we have told you about.

Kept securely.

The kind of data we hold about you

In connection with your application for work with us, we will collect, store, and use the following categories of personal data about you:

[The data you have provided to us in your curriculum vitae and covering letter.]

[The data you have provided on our [application form/Candidate portal], including name, title, address, telephone number, personal email address, date of birth, gender, employment history, qualifications, SPECIFY OTHER.]

[data collected through your responses to our technical and/or psychometric tests where we ask you to complete these.]

[Any data you provide to us during an interview.]

[SPECIFY ANY OTHER DATA INCLUDED AS PART OF THE APPLICATION PROCESS, SUCH AS TEST RESULTS.]

We may also collect, store and use the following types of more sensitive personal data:

[Data about your race or ethnicity, religious beliefs, sexual orientation and political opinions.]

[Data about your health, including any medical condition, health and sickness records.]

[Data about criminal convictions and offences.]

How is your personal data collected?

We collect personal data about candidates from the following sources:

You, the candidate.

[[NAME] recruitment agency, from which we collect the following categories of data: SPECIFY].

[[NAME] background check provider, from which we collect the following categories of data: SPECIFY].

[[NAME] credit reference agency, from which we collect the following categories of data: SPECIFY].

[Disclosure Scotland in respect of criminal convictions.]

[Occupational Medical Services provider in respect of your pre-employment health check.]

[Your named referees, from whom we collect the following categories of data: INDICATE PARAMETERS OF REFERENCE IF KNOWN.]

The following data from third parties is from a publicly accessible source [SPECIFY].

How we will use data about you

We will use the personal data we collect about you to:

[Assess your skills, qualifications, and suitability for the [work OR role].]

[Carry out background and reference checks, where applicable.]

[Communicate with you about the recruitment process.]

[Keep records related to our hiring processes.]

[Comply with legal or regulatory requirements.]

We require a valid legal basis to collect and use your personal data.

It is in our legitimate interests to decide whether to appoint you to [role **OR** work] since it would be beneficial to our business to appoint someone to that [role **OR** work].

We also need to process your personal data to decide whether to enter into a contract [of employment] with you.

[Having received your application form] [and the results from the test which you took on [DATE]], we will then process that data to decide whether you meet the basic requirements to be shortlisted for the role. If you do, we will decide whether your application is strong enough to invite you for an interview. If we decide to call you for an interview, we will use the information you provide to us at the interview to decide whether to offer you the [role **OR** work]. If we decide to offer you the [role **OR** work], we will then [take up references **AND/OR** carry out a criminal record **AND/OR** carry out ANY OTHER check] before confirming your appointment.]

If you fail to provide personal data

If you fail to provide information when requested, which is necessary for us to consider your application (such as evidence of qualifications or work history), we will not be able to process your application successfully. For example, if we require a credit check or references for this role and you fail to provide us with relevant details, we will not be able to take your application further.

How we use particularly special categories of sensitive personal data

We will use your particularly sensitive personal data in the following ways:

We will use data about your disability status to consider whether we need to provide appropriate adjustments during the recruitment process, for example whether adjustments need to be made [during a test or interview **OR** [OTHER]].

We will use data about your race or national or ethnic origin, religious, philosophical or moral beliefs, or your sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

[SPECIFY OTHER].

Data about criminal convictions

We [envisage **OR** do not envisage] that we will process data about criminal convictions.

[We will collect data about your criminal convictions history if we would like to offer you the [work **OR** role] (conditional on checks and any other conditions, such as references, being satisfactory). We are [required **OR** entitled] to carry out a criminal record check in order to satisfy ourselves that there is nothing in your criminal convictions history which makes you unsuitable for the role. In particular:

[We are legally required [by [REGULATORY BODY]] to carry out criminal record checks for those carrying out [role **OR** work].]

[The role of [SPECIFY] is one which is [listed on the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (*SI* 1975/1023)] [and is also specified in the Police Act 1997 (Criminal Records) Regulations (*SI* 2002/233)] so is eligible for a [STATE LEVEL] check from the Disclosure Scotland service.

[The role of [SPECIFY] requires a high degree of trust and integrity [since it involves dealing with [SPECIFY] [for example, high value client money]] and so we would like to ask you to seek a basic disclosure of your criminal records history.]

We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data.]

Automated decision-making

You will not be subject to decisions that will have a significant impact on you based solely on automated decision-making.

Data sharing

Why might you share my personal data with third parties?

We will only share your personal data with the following third parties for the purposes of processing your application: [SPECIFY, FOR EXAMPLE, SEARCH CONSULTANCY, OTHER ENTITY IN THE GROUP]. All our third-party service providers and other entities in the group are required to take appropriate security measures to protect your personal data in line with our policies. We do not allow our third-party service providers to use your personal data for their own purposes. We only permit them to process your personal data for specified purposes and in accordance with our instructions.

Data security

We have put in place appropriate security measures to prevent your personal data from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access to your personal data to those employees, agents, contractors and other third parties who have a business need-to-know. They will only process your personal data on our instructions, and they are subject to a duty of

confidentiality. [Details of these measures may be obtained from [POSITION].]

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

Data retention

How long will you use my data for?

We will retain your personal data for a period of [NUMBER] months after we have communicated to you our decision about whether to appoint you to [role **OR** work]. We retain your personal data for that period so that we can show, in the event of a legal claim, that we have not discriminated against candidates on prohibited grounds and that we have conducted the recruitment exercise in a fair and transparent way. After this period, we will securely destroy your personal data in accordance with [our data retention policy **OR** applicable laws and regulations].

[If we wish to retain your personal data on file, on the basis that a further opportunity may arise in future and we may wish to consider you for that, we will write to you separately, seeking your explicit consent to retain your personal data for a fixed period on that basis.]

Rights of access, correction, erasure, and restriction

Your rights in connection with personal data

Under certain circumstances, by law you have the right to:

Request access to your personal data (commonly known as a "data subject access request"). This enables you to receive a copy of the personal data we hold about you and to check that we are lawfully processing it.

Request correction of the personal data that we hold about you. This enables you to have any incomplete or inaccurate data we hold about you corrected.

Request erasure of your personal data. This enables you to ask us to delete or remove personal data where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal data where you have exercised your right to object to processing (see below).

Object to processing of your personal data where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your personal data for direct marketing purposes.

Request the restriction of processing of your personal data. This enables you to ask us to suspend the processing of personal data about you, for example if you want us to establish its accuracy or the reason for processing it.

Request the transfer of your personal data to another party.

If you want to review, verify, correct or request erasure of your personal data, object to the processing of your personal data, or request that we transfer a copy of your personal data to another party, please contact [POSITION] in writing.

Right to withdraw consent

[When you applied for this role, you provided consent on [DATE] to us processing your personal data for the purposes of the recruitment exercise. You have the right to withdraw your consent for processing for that purpose at any time. To withdraw your consent, please contact [POSITION]. Once we have received notification that you have withdrawn your consent, we will no longer process your application and, subject

to our retention policy, we will dispose of your personal data securely]

Data protection officer

[We have appointed a [data protection officer (DPO) **OR** data privacy manager] to oversee compliance with this privacy notice. If you have any questions about this privacy notice or how we handle your personal data, please contact the [DPO **OR** data privacy manager]. You have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues.]

I, _____ (candidate name), acknowledge that on _____ (date), I received a copy of [SCHOOL]'s Candidate Privacy Notice and that I have read and understood it.

Signed

.....

Name

.....