



# LIFE Education Trust

## Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

## RECRUITMENT POLICY

<b>Policy</b>	<b>Recruitment Policy</b>
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# RECRUITMENT POLICY

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## KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

**All schools** within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

# Recruitment Policy

## 1. Introduction

This document sets out the safer recruitment and selection procedures which will be followed at the LIFE Education Trust and all of its schools and provides employees who have responsibility for recruitment and selection with guidance on legal requirements and best practice.

## 2. Policy Statement

The Trust's Recruitment & Selection Policy Statement is at **Appendix A**.

As part of its commitment to safeguarding and promoting the welfare of children and young people, a range of pre-employment checks will be undertaken on employees and volunteers and there is a requirement on external organisations providing workers to do the same.

**Details of these checks can be found in the Pre-Employment Checks Procedure.**

These requirements are summarised in the Recruitment & Selection Policy Statement and more detail can be found at **Appendix A & Ai**.

## 3. Scope

Children are likely to perceive all adults in the Trust and its schools as safe and trustworthy adults. The principles described in this policy will therefore be applied in relation to everyone who applies to work in these schools including:

- staff employed on a permanent basis,
- temporary and casual staff
- unpaid volunteers (see Section 6)
- overseas workers (guidance available from UK Border Agency [www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk))
- those employed by external organisations such as supply agencies (see Section 7)
- where appropriate contractors and self-employed persons.

## 4. Roles and Responsibilities

4.1 It is the responsibility of the **Trust Board** to:

- ensure there are effective policies and procedures in place for the safe recruitment of all staff and volunteers and for the engagement of other adults in accordance with DfE guidance and legal requirements;
- through **Local Governing Bodies** to monitor compliance with those policies and procedures;
- elect a selection panel of at least three people drawn from the Trust Board and the relevant Local Governing Body for the appointment of Headteachers. For the appointment of Senior Leaders, the panel will be drawn from the relevant Senior Leadership team and Local Governing Body. The panel will, in the case of Senior Leadership appointments, include the Headteacher.

4.2.1 It is the responsibility of the **headteacher, and other managers** involved in recruitment to:

- ensure that safe recruitment procedures are in operation and make sure all appropriate checks are carried out on all staff, volunteers and others engaged to work;
- ensure contractors' and agencies' compliance with this document;
- secure and promote the welfare of children at every stage of the process.

**4.3** It is the responsibility of all **potential and existing workers, including volunteers** to comply with this document.

**4.4** It is the responsibility of all **contractors and agencies** to comply with safe recruitment pre-employment checks.

#### **4.5 Delegated Authority**

The Trust Board has delegated authority to each Headteacher to lead on all staff appointments outside of the leadership group.

4.6.1 The Local Governing Body will be involved in the appointment of Senior Leaders.

4.6.2 At the Headteacher's request, members of the Local Governing Body may be involved in staff appointments below leadership level but the final decision will rest with the Headteacher. The Headteacher may delegate the selection process of staff outside of the leadership group to other managers, but remains responsible for the decision to appoint.

### **5. The Recruitment Procedure**

Please see **Appendix B** for a summary of Trust's recruitment procedure.

See also section 6 for recruitment procedures for volunteers.

#### **5.1. Pre-advertisement**

##### **5.1.1 Identifying a vacancy**

The recruitment process starts as soon as a vacancy has been identified. Before any action is initiated, careful consideration will be given to the necessity for filling the post, the tasks to be undertaken and the skills, attributes and behaviours required to do the job.

##### **5.1.2 Job Profiles/Descriptions/Person Specifications**

A job description and person specification will be drawn up for all posts. The job description will provide a framework of expectations and will define the purpose, scope and the principal duties and responsibilities of the role. The person specification will enable applicants to assess themselves for the job and provides a benchmark for judging suitability. All work involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Job Descriptions and Person Specifications will clearly set out the extent of the relationships/contact with children and the degree of responsibility for children for each post.

The job description and person specification will be used throughout the recruitment process to develop the shortlisting and selection criteria.

The salary for the job will be evaluated at this point and the actual salary range will be advertised.

See **Appendix C** for more information and templates.

### 5.1.3 Setting timescales

It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not overlooked. For example, it is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview.

The length of the recruitment process varies depending on the type of vacancy (e.g. teaching/support staff), the frequency of the desired publication (e.g. daily, weekly, fortnightly, monthly), whether it is necessary to advertise both internally and externally, the requirement for a work permit, availability of staff and the length of the individual's notice period. See **Appendix D**.

### 5.1.4 Recruitment pack

The recruitment pack will vary according to the post but will consist, as a minimum, of:

- Application form
- Job Description
- Person Specification
- The Recruitment and Selection Policy statement.

The pack may also include other relevant information i.e. covering letter, prospectus, map etc.

### 5.1.5 Visits

Informal discussions and visits prior to application are welcomed by prior arrangement.

## 5.2. Advertising

To ensure equality of opportunity, all vacant posts will be advertised to encourage as wide a field of candidates as possible, normally this will entail an external advertisement.

However, where there is a reasonable expectation that there are sufficient qualified and experienced internal candidates, or where staff are at risk of redundancy, an internal advertisement may be considered appropriate.

Headteacher and Senior Leadership posts will be advertised in the manner considered appropriate by the Trust. In order to ensure the widest possible field of candidates advertising will usually be national for these roles, unless there is a good reason not to do so.

See **Appendix E** for more information.

## 5.3. Application

### 5.3.1 Application Form

A standard application form is used for all vacancies. Alternate format application forms will be accepted from disabled applicants, but such applicants must provide all of the information required by the standard application form. Curriculum vitae will not be accepted in isolation.

All parts of the application form must be completed and the form signed by the candidate. Where applicants submit an on-line application they will be asked to sign a paper copy. A completed application form will provide the basis for necessary pre-employment checks. Incomplete application forms will not be accepted and will be returned for completion or checked with the candidate. Where an applicant is shortlisted, any discrepancies or gaps in employment will be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in the application being rejected or, in summary dismissal if the applicant has been selected and possible referral to the police.

Application Forms can be found in **Appendix F**

### **5.3.2 Recruitment Monitoring Form**

There is a requirement to monitor certain aspects of employment practices including monitoring the ethnicity, disability and gender of employees and applicants. As part of the application process therefore, individuals will be asked to complete a Recruitment Monitoring Information form. Completion of the form will ensure that policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. However the completion of the form is voluntary and therefore candidates are not obliged to complete it.

The recruitment monitoring information does not form part of the selection process and will be detached from the application form prior to shortlisting.

The information provided will be used for monitoring and statistical data purposes only. Required reporting of this data will be on an anonymous basis.

The Recruitment Monitoring Information Form can be found in **Appendix G**

### **5.3.3 Acknowledgement**

Due to limited resources and the large number of applications often received, only shortlisted candidates will be notified of the outcome of their application.

### **5.4. Shortlisting**

Shortlisting will take place as soon as possible after the closing date. Shortlisting will be undertaken by the selection panel normally consisting of at least two individuals (three in the case of Headteacher and Senior Leadership panels). At least one member of all selection panels will have undertaken the required Safer Recruitment Assessment.

See **Appendix H** for more information and shortlisting template.

#### **5.4.1 Invitation to interview**

Once the shortlist has been decided the shortlisted candidates will be notified as soon as possible. Invitation to interview will be confirmed in writing or email. Adequate time should be allowed between invitation and interview to allow for pre-employment checks to take place and to allow candidates adequate time to prepare for their interview.

The invitation to interview letter/email should include asking whether the candidate has any special requirements to enable them to participate in the process.

See **Appendix I** for a model invite to interview letter and **Appendix I(i)** for the SD2 form

#### **5.4.2 Requesting references**

References will be taken up on all short-listed candidates, prior to interview.

### **5.5 Selection process**

The selection process will, as a minimum, consist of a face to face interview even where there is only one candidate and including for internal appointments, promotions and volunteers.

Where appropriate, the selection process may include additional activities such as in-tray exercises, group activities, presentations, pupil panels or observed assemblies/teaching.

The table at **Appendix J** outlines exercises that could be used as part of a selection process. Candidates will be informed which of the exercises will be used in the selection process.

The process will assess the merits of each candidate against the job requirements (i.e. job description and person specification), and explore their suitability to work with children. In accordance with the Equality Act 2010, the interview panel should not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place where appropriate.

Full details of the selection process (i.e. details of the interview and any additional selection exercises) will be notified to the applicant in the invitation to interview letter. Applicants will also be notified of the need to bring appropriate documentary identification to the interview which is required for the pre-employment checks.

#### **5.5.1 Interview Expenses**

Reasonable travel costs to and from interview will not normally be reimbursed. A claim form can be requested

#### **5.6. Employment Offer**

The choice of candidate will be determined by the majority view from the interview panel. The panel may identify a first and second choice candidate.

The successful applicant will be advised that they are the preferred candidate. A firm offer cannot be made until all pre-employment checks have been completed. A conditional offer may be made pending DBS clearance (and/or a disqualification waiver being provided by Ofsted where relevant).

The preferred candidate should sign a DBS consent form which informs them of the requirement to produce the original DBS certificate if they have a DBS certificate which meets the portability criteria (see 10.3.1 in the Pre-Employment Checks Procedure) or in the event of a positive DBS disclosure where the school is carrying out a new check. This consent form also gives consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment.

The consent form also seeks consent for an online status check to be carried out in the event that the preferred candidate subscribes to the DBS update service

The DBS consent form is attached as **Appendix K**

If the preferred candidate accepts the offer/conditional offer verbally a contract is formed and a provisional start date can be agreed. Offers will be confirmed in writing.

See **Appendix L** for conditional offer and firm offer model letters and **Appendix M** for the Fitness To Work Declaration

Once all pre-employment checks have been satisfactorily received, a firm offer of employment will be made and the contract of employment will be issued. The contract will be issued as soon as possible but in all circumstances within 8 weeks of employment commencing.

Full guidance on pre-employment checks, including assessing suitability in the event of a positive DBS disclosure or a positive disclosure on the Disqualification Declaration Form (where relevant), is contained in the Pre-employment Checks Procedure.

If the preferred candidate does not accept the post, the panel will consider the option of contacting the second choice candidate. This will only be done where this candidate meets the criteria for the role.

Unsuccessful candidates will be advised accordingly. All candidates will be offered feedback on their interview/selection.

In the case of both Headteacher and Senior Leadership appointments, it is a statutory requirement for the Trust Board (for Headteachers) and under delegation from the Trust Board, the Local Governing Body for Deputy Senior Leaders, to approve the recommendation of the selection panel that their chosen candidate be appointed.

## **5.7. Induction and Probation**

### **5.7.1 Induction**

All Teaching Staff in maintained schools who qualified after 7<sup>th</sup> May 1999 are required to have satisfactorily completed their statutory induction period, or, if they are a Newly Qualified Teacher, are subject to the requirement to complete the statutory induction period.

Statutory induction is not a legal requirement to teach in an academy but an academy can choose to make this a requirement

All new employees, internally promoted staff and volunteers will be provided with an induction program, which will seek to ensure that they are clear about their job and feel secure about what they should be doing. Any training and development needs will be identified and supported appropriately.

See **Appendix N(i)** for more information and **Appendix N(ii)** for Induction Checklist.

### **5.7.2 Probation**

A probationary period applies to all newly appointed staff, except those Newly Qualified Teachers to whom the Teachers' Statutory Induction Period is applied.

## **5.8 Record Retention/Data Protection**

### **5.8.1 Selection Records**

Interview notes on all applicants will be retained for a 6 month period, after which time, these records will be destroyed (i.e. shredded). The 6 month retention period will allow the Trust and its schools to deal with any data access requests and respond to any complaints raised at an Employment Tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the Headteacher within 6 months from the date of interview.

### **5.8.2 Personal File Records**

For the successful candidate, the following information will be retained and will make up part of the employee's personal file:

- Application form

- SD2 (until DBS clearance is received, at which point SD2 should be removed and destroyed)
- Proof of identity
- Evidence of right to work in the UK and any supporting documents
- Proof of academic qualifications
- Certificate of good conduct (if applicable)
- Evidence of medical clearance (from the Occupational Health Centre)
- DBS consent form (until DBS clearance is received, at which point form should be removed and destroyed)
- Evidence of the DBS or online status check (eg DBS certificate number and date but not details of the content on the certificate)
- Evidence of Teachers' barred List check (staff teaching only)
- Evidence of Completion of Statutory Induction (Teachers only where applicable)
- Disqualification risk assessment form and any disqualification waiver documentation (where applicable)

## 6. Engaging Volunteers

The Trust and its schools values the contribution that volunteers make to its community and recognises the positive impact they can have on pupils' learning, experiences and wellbeing.

Volunteers are seen by children as safe and trustworthy adults and the same high standards of safer recruitment principles and processes are applied to volunteers as are applied to paid staff.

New volunteers undertaking Regulated Activity must be DBS checked - details of what constitutes Regulated Activity and guidance on what is not a Regulated Activity because it is done on a voluntary basis **and** is supervised are in the Pre-employment Checks Procedure. It is important to refer to this guidance as there is specific DfE Statutory Guidance on supervision.

Schools can choose to DBS check volunteers who are not undertaking Regulated Activity (in such cases a Barring List check will not be done). We recommend that all volunteers complete an SD2 form regardless of whether they will be undertaking Regulated Activity – see section 6.4 below.

### 6.1 Interviewing Volunteers

Volunteers will be asked to have a discussion with the headteacher or other manager prior to commencing their role. This will not be a formal interview but will provide:

#### The school with:

- an opportunity to explain the workings of the school and how volunteers fit into that;
- time to ask volunteers for the factual information needed to make a successful placement including any safeguard checks;
- the opportunity to explore their suitability to work with children, including their motivation to work with children and their ability to form and maintain appropriate relationships and personal boundaries;
- an opportunity to determine whether any special health, safety and welfare criteria need to be met.

#### The volunteer with:

- the opportunity to find out more about the nature of the work;
- information to decide how best they can make a contribution, using their skills and experience;
- how much time they want to commit.

## 6.2 Application Forms

Volunteers may be asked to complete a basic application form. This provides the information necessary to undertake safeguard checks and to give a picture of the skills and experience the volunteers brings to maximise their contribution and the volunteers own fulfilment in the assigned activities.

See **Appendix O(i)** for an volunteer application form.

## 6.3 Role Profiles

Volunteers will be given clear and simple description of the roles and boundaries of the voluntary activity.

See **Appendix O(ii)** for a model role profile

It is acknowledged that by its very nature, volunteering does not place the same obligations on an individual in terms of attendance etc. as a paid employee. However, it is very much hoped that volunteers will fulfil their commitment as agreed between themselves and the school - this includes consistent attendance and undertaking the agreed tasks. Volunteers will be provided with an information sheet and may be asked to sign a voluntary agreement as clarification of the commitment they are making to the school and visa versa.

See **Appendix O(iii)** for example Volunteer Information Sheet and **Appendix O(iv)** for example voluntary agreement.

## 6.4 Safeguarding checks

Certain safeguard checks must be undertaken on volunteers. These vary according to the frequency of the work.

More details on safeguarding checks and what constitutes Regulated Activity can be found at Appendix 6 of the Pre-Employment Checks Procedure.

### 6.4.1 Self-Disclosure form(SD2) and Disclosure and Barring (DBS) checks

All volunteers will be required to complete a self-disclosure of criminal records and those undertaking Regulated Activity will also be required to have a DBS and Barring List check and complete a DBS consent form.

Where no DBS check is undertaken (for volunteers not undertaking Regulated Activity) it will clearly not be possible to check the information given against a DBS check outcome. In these cases the SD2 should be scrutinised using the guidelines for making a decision to engage (in the Pre-employment Check Procedure). Once this has been done a note should be made that an SD2 was checked and the SD2 form destroyed.

Clearly there is no way to ascertain whether an individual has declared all relevant information but the requirement to complete the form may act as a deterrent

***NB It is illegal for anyone who is barred from working with children to apply for, or work (including volunteering) in a school to undertake Regulated Activity.***

### 6.4.2 References

At least one reference will be required for all new volunteers undertaking Regulated Activity.

## **6.5 Induction, information and training**

All new volunteers will undertake a suitable induction programme. This may involve discussions with staff and some reading – for which assistance can be provided as necessary. It is essential that volunteers are familiar with key policies including the Code of Conduct, behaviour management, safeguarding and health and safety policies. On-going guidance and training will be provided for volunteers that are relevant to the voluntary activity in which they are engaged, including the safe use of any work equipment, safe working environment etc.

## **7. Agency and other workers**

It is expected that the same standards of safer recruitment will be applied by external bodies providing workers or volunteers to the school.

External bodies will be required to provide written confirmation that relevant safer recruitment and other relevant pre-employment checks have been undertaken and this will be recorded on the Single Central Record.

More details on safeguarding checks can be found at Appendix 6 of the Pre-Employment Checks Procedure.

All workers and volunteers will be required to provide evidence of their identity when first arriving on the premises and to sign in on each visit.

All workers and volunteers will be provided with an induction into key policies and procedures and expects everyone to comply with these.

## **Appendix A**

### **Recruitment and Selection Policy Statement**

1. The Trust Board and its Local Governing Bodies are committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board and its Local Governing Bodies recognise the value of, and seek to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required:
  - receipt of satisfactory references\*
  - verification of the candidate's identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children (where applicable)
  - verification that you are not prohibited from teaching (where applicable)
  - verification of the candidate's medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
  - (for applicable school settings and for roles covered by the Regulations only) a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted.

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Trust Board and its Governing Bodies are committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at a school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

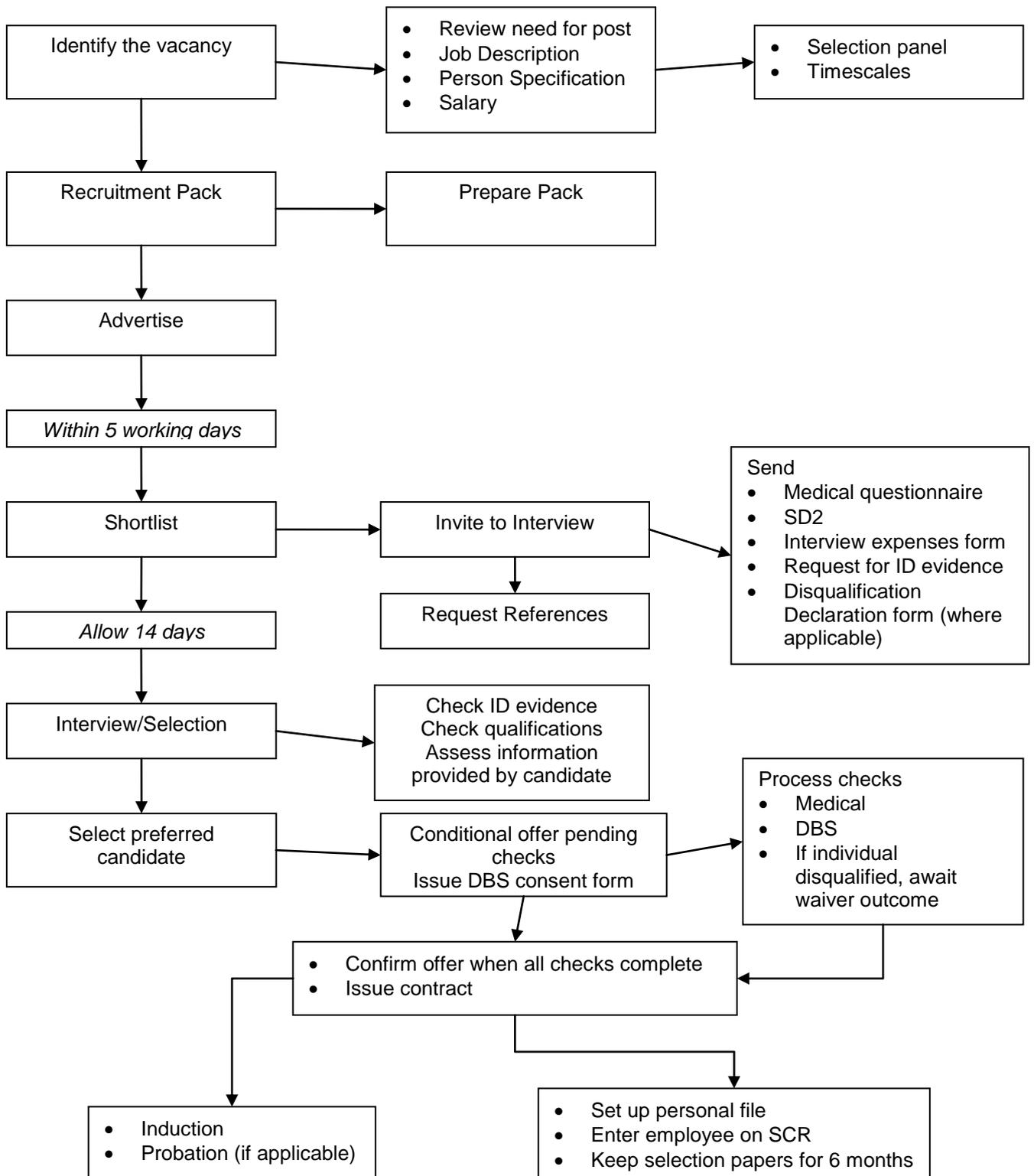
When making a recruitment decision the recruitment panel will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Trust is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

## Appendix A(i) Summary of Recruitment Procedure



## Appendix B

### LIFE Education Trust Appointments Protocol

Area	Task	Person Responsible
Resignation or Creation of new post	<ul style="list-style-type: none"> <li>Obtain written confirmation of resignation or Trust agreement</li> <li>Inform SLT</li> <li>Gain agreement from member of staff that we can inform all staff</li> <li>Write letter of thanks and confirm final date</li> <li>Inform Finance Office of leaver, date of leaving, current contract (ft/pt), salary and any enhancements (TLR etc)</li> <li>Update SIMS</li> </ul>	Headteacher  Headteacher Headteacher  Headteacher/HR Manager HR Manager  HR Manager
Job Description	Determine grade, pay, hours	Headteacher, SLT Link/HoD
Advert	Create advert using proforma Set date for Closing Date and Interview	HR Manager/HOD/SLT Link
	Request Purchase Order from Finance Place advert with TES Support, TES and/or Romford Recorder	HR Manager
Person Specification	Create job specification using proforma for role	HOD/SLT Link/HR Manager
Shortlisting	During process or after deadline Max 5 candidates See attached Shortlisting Form	HOD/SLT Link/Headteacher
Before Interview	<ul style="list-style-type: none"> <li>Create schedule for day</li> <li>Enlist students for tour of school</li> <li>Inform student panel</li> <li>Convene interview panel (Governor included for HOD, HOY or more senior)</li> <li>Order refreshments</li> <li>Book Interview room</li> <li>Arrange lesson observation Subject, 30 min observation ideally with 5 days notice</li> <li>Contact Candidates Programme sent out 5 days in advance</li> <li>Obtain References</li> <li>Create Interview Questions – proforma available</li> <li>Arrange Cover for lesson obs and interview panel</li> </ul>	<ul style="list-style-type: none"> <li>SLT link/HOD</li> <li>SLT link inform DHT</li> <li>SLT link inform DHT</li> <li>Headteacher/SLT link</li> <li>HR Manager</li> <li>HR Manager</li> <li>HR Manager with HOD</li> <li>HR Manager</li> <li>HR Manager</li> <li>Headteacher/SLT Link</li> <li>HoD/SLT Link</li> </ul>
At Interview	<ul style="list-style-type: none"> <li>All Candidates given tour of school, teaching candidates have 30 minute lesson observation, meet student panel</li> <li>Ensure one member of panel has safeguarding training</li> <li>Interview Questions</li> </ul>	<ul style="list-style-type: none"> <li>Possible LGB/Trust involvement, HOY, HOD and SLT</li> <li>Headteacher/SLT Link</li> <li>Headteacher/SLT Link</li> </ul>
Job offer	Contact successful candidate	Chair of Panel
	Contact unsuccessful candidate/s	Other members of Interview Panel
	Send Offer Letter and include Pension, PI, Health Check, The Way We Do Things, Ethos, Privacy Notice, DBS online information, Job Description, Statement and Particulars of Employment; Child Protection Policy, Code of Conduct, Section 1 of Keeping Children Safe in Education Policy;	Headteacher/HR Manager
Post interview checks	DBS checks Obtain copies of certificates (if teaching staff) Prohibition Check (if teaching staff)	HR Manager HR Manager HR Manager
Finance Office	Update SIMS Inform Finance office of new starter and include copy of contract, salary and any enhancements. When returned give PI form to Finance Office for payroll purposes.	HR Manager HR Manager

## Appendix C(i) Job Descriptions

The Job Description should define the purpose, the scope and the principal duties and responsibilities of the role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

The job description should also include a safe recruitment statement

***The Trust Board is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

For new support staff posts that do not match the model job descriptions, the school should seek a job evaluation before the recruitment process begins in order to assess the correct grade for the post.

### Job Description Template Model Support Staff Job Description

<b>Job Title</b>	
<b>Location (name of School etc.)</b>	
<b>Grade</b>	<i>(include any limits e.g. mid point)</i>
<b>Reports to</b>	<i>(the post's line manager)</i>
<b>Responsible for</b>	<i>(any positions this post manages)</i>
<b>Liaison with</b>	<i>(key people the post works with – internal and external)</i>
<b>Job Purpose</b>	<i>(very brief summary of the overall purpose of the job)</i>
<b>Principal Accountabilities</b>	<i>(two or three bullets of the main areas of responsibility/work)</i>
<b>Duties</b>	<i>(list only key tasks. these could be under subheadings)</i>
<b>General</b>	<p><i>(there are some general statements which should be in all job description):</i></p> <ul style="list-style-type: none"> <li>• <i>To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</i></li> <li>• <i>To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</i></li> <li>• <i>Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</i></li> <li>• <i>The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</i></li> </ul>

## **Appendix C(ii)**

### **Model Person Specification (Support Staff)**

The person specification will require careful thought and drafting. It sets out the qualifications, experience, skills, knowledge and personal characteristics required to undertake the job. It is a very important document and should be used throughout the recruitment process to develop the advert, shortlisting and selection criteria. There should be no requirements which are not clearly related to duties, there should be no unnecessary conditions or standards, nor use of words which imply a bias of any kind which are not justifiable. Criteria should be job related and ability-based. The person specification should only request genuine and justifiable requirements that give equality of opportunity for all, for example, asking for a specific number of years experience may discriminate against younger applicants.

The skills, qualities, qualifications and knowledge detailed in the person specification will assist the manager to compile the advert, to shortlist and then to interview by providing selection criteria against which candidates skills, etc. can be compared and assessed.

The person specification will enable prospective applicants to assess themselves for the job and provides a benchmark for judging achievements.

The criteria required of the ideal candidate and the format of the person specification may vary, but typically would include:

<b>Experience</b>	the experience required to perform the role outlined in the Job Description, including in relation to working with children.
<b>Qualifications</b>	the qualifications required to undertake the role.
<b>Skills / Knowledge</b>	the competences and qualities that the successful candidate should be able to demonstrate;
<b>Aptitudes</b>	specific requirements of the job, e.g. ability to lift heavy weights, ability to work with specific groups of children.

The person specification should also contain the schools recruitment and selection policy statement.

***The Trust Board is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

## Person Specification Template

General heading	Detail	General Examples	Specific examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	
	Literacy	Level of literacy required, including qualification level where required	
	Numeracy	Level of numeracy required, including qualification level where required	
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	
<b>Communication</b>	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions
	Languages	Any specific requirement to have a second language, signing etc.	
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
<b>Working with children</b>	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a class whilst ensuring pupils remain on task Understanding and implementation of school behaviour management policy
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
	Curriculum/ School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching

	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition
	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing
<b>Working with others</b>	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Knowledge of CAF (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between option and fact
<b>Responsibilities</b>	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Line Management	Any line management, supervisory requirements	
	Time Management	Requirements of the post	
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	
<b>General</b>	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	

	Child Protection	General and any specific requirements	Understand what is mean by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment Evidence of	

***The Trust Board is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.***

**Appendix C (iii)**  
**Model Teaching Staff Job Description**  
**THE LIFE EDUCATION TRUST**

*Enter Name of School/Academy where this is a single site based post*

<b>JOB TITLE:</b> <b>LOCATION:</b> <b>STATUS:</b> <b>GRADE:</b> <b>RESPONSIBLE TO:</b>	<b>CLASSROOM TEACHER</b> Name of school(s) Full Time MAIN SCALE HEADTEACHER, HEAD OF DEPARTMENT
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

**JOB PARTICULARS**

- To teach across the 11 – 18 age range as required by the Head of Department
- To participate in the development of appropriate syllabuses, materials and schemes of work.
- To mark and assess students' work
- To carry out the duties of a form tutor
- To support the ethos of the school and uphold the Code of Conduct
- To follow all school policies and procedures

**DUTIES AND RESPONSIBILITIES**

- To use a variety of teaching and learning styles in order to ensure differentiation
- To ensure that all students have access to the curriculum
- To ensure the academic progression and development of all students
- To keep up to date records showing plans, schemes of work and progress of classes
- To set homework regularly in accordance with the timetable
- To attend departmental meetings to discuss curriculum and school issues
- To prepare stimulating materials for teaching
- To keep a record of student attendance at lessons
- To collect in work completed by students and to mark in accordance with departmental policy
- To record marks in a way agreed by the department and in accordance with school policy
- To return books to students properly marked with constructive criticism
- To assess work as required by the National Curriculum orders
- To recommend placement in ability groups
- To recommend to HOD movement between groups
- To ensure the effective implementation of whole school ARR policies, prepare individual student and group reports and analyse and report on summative data
- To ensure that statutory requirements, e.g. in relation to health and safety with regard to students' work are met
- To demonstrate high levels of professionalism in the accurate completion of the administration needs of the role, meeting all deadlines
- To take responsibility for the fabric and furnishing of your teaching area
- To use resources effectively
- To assist with the delivery of extra-curricular activities
- To consistently support and implement the whole school behaviour policy

**General**

- To undertake such other duties and responsibilities of an equivalent nature, as defined by line management from time-to-time, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms
- To Perform any other task deemed reasonable by the Headteacher

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ (Headteacher)                      Date: \_\_/\_\_/\_\_

I acknowledge that I have seen and received a copy of the job description

Signed: \_\_\_\_\_ (Classroom Teacher)                      Date: \_\_/\_\_/\_\_

## **Appendix D Resignation Dates**

Resignation dates will, to a certain extent, dictate the timescale for appointments. When setting the timetable it is advisable to plan for interviews to take place in time for staff to meet relevant resignation dates.

### **Headteachers**

The latest resignation dates for headteachers are as follows:

- 30 September for release at end of autumn term
- 31 January for release at end of spring term
- 30 April for release at end of summer term.

### **Teachers**

The latest resignation dates for other teachers are as follows:

- 31 October for release at end of autumn term
- 28/29 February for release at end of spring term
- 31 May for release at end of summer term.

Exceptions may apply in cases of ill-health retirement.

### **Support staff**

Support staff on bands 1-3 must give 1 calendar months notice. Staff on bands 4 must give 2 calendar months notice. Staff on Band 5 and 6 must give 3 calendar months notice. Staff above Band 6 must give 4 calendar months notice.

# Appendix E

## Advertising

1. The following illustrates best practice in terms of advertising teaching and support staff posts. The School Workforce Development Team can advise on advertising and their section on the Infolink gives details of how to place advertisements in a number of publications including JobScene via the website [www.essexschoolsjobs.co.uk](http://www.essexschoolsjobs.co.uk).

### 1.1 Teachers

**When to advertise** – at the beginning of a term rather than at the end of a term. Consideration should be given to notice periods and to setting timescales which allow enough times for candidates to respond and for pre-employment checks to be completed.

**Where to advertise** – Times Education Supplement, Job Scene, Church Publications if applicable, on school website.

**Style of advertisement** – the cost and layout of various styles can be found in the appropriate advertising company's booklet.

### 1.2 Support Staff Employees

**When to advertise** - because there are different resignation dates for support staff employees, adverts can be placed at any time. However, for practicality it is advisable not to advertise immediately prior to a school closure period.

**Where to advertise** – It will be dependant upon the scale/hours of the post and type of contract. It is important to remember the equal opportunities issues and that the wider the field of applicants, the more likely the school will get the best person for the job. Posts can be advertised on staff notice boards, school newsletters, Jobscene (Essex County Council Job publication), local/national newspapers and/or church publications where relevant and TESSupport (which is free to use).

**Style of advertisement** – adverts should be clear and concise, providing basic information that will enable a prospective candidate to decide whether to request further information.

## 2. Advertisement content

Details from the job description and person specification should form the basis of the advert. It is recommended that the following information be included in an advert, as applicable:

- The job title, grade/salary and location
- Duration of the appointment (where applicable) and reason, if fixed term.
- Brief details of the department/school's profile
- A summary of the key duties and requirements of the post in terms of knowledge, skills, qualifications and experience
- The application procedure, contact details and closing date for receipt of applications
- The interview date
- The Trust's safe recruitment statement
- A brief statement that the school is part of the LIFE Education trust and all of its staff are employees of the Trust.
- If appropriate reference to the availability of relocation expenses.

## 3. Wording for Adverts

It is important to ensure that wording is relevant and non-discriminatory. In line with The Equality Act 2010 it is important to avoid using words such as 'young' or 'mature', specifically asking for a male or female applicants or requiring a certain number of years experience unless such criteria can be objectively justified as a genuine requirement for the role.

## Appendix F Application Forms

### TEACHING APPLICATION FORM

#### Completing Your Application Form

- a) The following information is necessary to ensure that full consideration can be given to all candidates. The information given will be treated as confidential.
- b) Ensure that you have completed the top section of the application form stating the job you are applying for, closing date and reference number if applicable
- c) You may find enclosed with the application form the Job Description and the Person Specification. Please make reference to these in your application.
- d) You must complete ALL sections of the application form as clearly as possible in black ink or type. The application can be hand-written or typed. CV's can only be accepted as additional information
- e) You can use additional sheets of paper as necessary and make sure they are securely attached to your application form
- f) Applicants must complete the reference section of the form and unless otherwise indicated references will be taken up before the interview. Your completed form must be returned before the closing date - applications received after the closing date will not usually be considered
- g) If you have any queries about completing your application form, please telephone the contact person identified in the advert
- h) The Declaration must be signed. If you submit this form electronically you will be required to provide a signed copy of your completed application before any employment decision can be confirmed.

### NOTES FOR GUIDANCE

#### References

- a) All referees should be professional rather than personal ones. The Trust may contact other previous employers for a reference with your consent.
- b) Your most recent employer should be given as a referee.
- c) If you have not previously held a teaching post, the name and address of the principal of your institution should be given as the first referee. Heads of department and other persons may be given as a second referee.
- d) If you do not wish confidential references to be sought, it is essential that you state this and the reasons why, when returning this form.

#### General

- a) The canvassing of any member of the Trust Board or its Local Governing Bodies, directly or indirectly, for any post in the Trust's service will disqualify the applicant from the appointment.
- b) Please return this form to the address and person specified in the vacancy advertisement.
- c) In the interest of the economy, it is not the Trust's policy to notify candidates who have been unsuccessful. Nevertheless, the Trust is appreciative of your interest in this appointment.

**LIFE EDUCATION TRUST**  
*Insert name of School/Academy for single site based posts*  
**Teaching Staff Application**  
**CONFIDENTIAL**

<i>Insert School logo as appropriate</i>	<b>Position applied for:</b>  <b>School:</b>  <b>Closing date:</b>  <b>Interview date:</b>
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**Personal Details**

<b>Preferred Title</b> (e.g. Mr, Mrs, Miss, Ms)	<b>First Name(s)</b>	<b>Surname</b>
<b>Address (including post code)</b>		
<b>Daytime telephone number</b> (including code)	<b>Evening/weekend/mobile telephone number</b> (including code)	<b>NI Number</b>
<b>Date of Birth</b>	<b>Email Address</b>	<b>DfE no.</b>
		<b>Date of qualification:</b>
<b>Are you registered as disabled? Yes / No</b>		
		<b>Registered No.</b>
<b>Are you legally entitled to work in the UK?</b>		
<b>Are you required to hold a work permit?</b>		
<i>The Asylum and Immigration Act 1996 requires us to seek proof of your right to work in the UK. If you are invited for an interview and are successful you will need to provide the relevant documentation.</i>		

**Present/Most Recent Employer**

<b>Name of school/type/name of Local Authority &amp; Address:</b>			<b>Date of appointment at present school:</b>
			<b>Date of appointment in present post:</b>
<b>No. on roll:</b>	<b>Boys, girls or mixed:</b>	<b>School age range:</b>	<b>Ages taught:</b>
<b>Please detail any allowance held (e.g. TLR/ SEN/ Recruitment or Retention)</b>			<b>Pay spine and point (e.g. MPR 4)</b>
<b>Position Held:</b>			
<b>Reason for leaving:</b>			

**Details of present/most recent post, including main duties, responsibilities and subjects taught (Heads and Deputies should state the group number of the school):**

--

**Please note:** all candidates called for interview must bring proof of qualifications including Degree Certificates, Threshold certificates, QTS certificates

**Previous teaching experience (in chronological order)**

Previous teaching experience (in chronological order)						
Name and type of school (including LA):	Post & grade:	Subjects taught:	Ages taught:	Date from:	Date to:	Reason for Leaving:

Course details:	Dates:	Course details:	Dates:

**Higher education (including teacher training)**

Name of institution	Dates: from to	F/T or P/T	Main subjects:	Subsidiary subjects:	Qualification gained (including class):

**Secondary and further education**

Name of school/FE college:	Dates: From To	Level:	Subjects and grades:

**Non-teaching employment**

Name of employer:	Exact details and nature of work:	From	To	Reason for leaving

Please give details of any gaps in employment and reasons why.

**Relevant Experience and Skills**

Please read 'Completing your Application Form' before completing this section. Please use additional sheets if needed.

### Referees (please refer to the guidance notes)

Please provide the name, position, address, telephone number and e-mail address of your **two most recent employers** (if applicable). If you are unable to do this, please clearly outline who your referees are.

<b>Name:</b> <b>Address:</b>  <b>Position:</b> <b>Telephone:</b> <b>Email:</b>	<b>Name:</b> <b>Address:</b>  <b>Position:</b> <b>Telephone:</b> <b>Email:</b>
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### Disability

Before ticking the appropriate box below, please read the definition of disability.

The definition of disability, as outlined in the Equality Act 2010 is as follows: “a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities”.

To be protected under the Act

- An individual must have an impairment which can be physical or mental
- It has to be substantial, that is something more than minor or trivial.
- It needs to be long term i.e. the impairment has lasted or is likely to last in total for at least twelve months or more, or is likely to last for the rest of the life of the person affected (long term includes conditions which fluctuate or may recur such as cancer, HIV/AIDS and multiple sclerosis) and
- It must affect their day to day activities on a regular basis (day to day activities includes things such as reading, lifting and carrying objects, personal care, shopping, meeting and communicating with people. The effect of your impairment on everyday activities is considered as it would be without medication or aids. The only exception is eyesight which should be judged when an individual is wearing their usual lenses or spectacles.

- I do consider myself to have a disability as defined by the Equality Act 2010 (as detailed above)
- I do not consider myself to have a disability as defined by the Equality Act 2010 (as detailed above)
- I prefer not to say

We welcome applications from people with disabilities. If you have a disability and are invited for an interview, please give details of any special arrangements that you require.

### Close Personal Relationships

If you are the parent, grandparent, partner, child, stepchild, brother, sister, uncle, aunt, nephew or niece of any employee or a member of the Trust Board or of the Local Governing Body, or the partner of such persons, please state the name(s) of the person(s) and relationship

If you are appointed and have any business, financial and/or political interests which might conflict with the duties or responsibilities of this post please give details

**Data Protection Act**

I hereby give my consent for the Recruitment Monitoring Information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signed: ..... Date: .....

**Equal opportunities policy**

The LIFE Education Trust aims to promote and ensure equality of opportunity and equal treatment of all. Copies of the full policy statement are available on request.

The Trust's objective is to ensure that no job applicant or employee receives less favourable treatment, directly or indirectly, on the grounds of gender, age, disability, marital status, sexual orientation, creed/religion, ethnic or national origin. Disabled employees are offered the same opportunities as other employees for training, promotion and career development.

**Declaration**

Please confirm the following statements are true by signing below

**Declaration**

I certify that, to the best of my belief, the information I have provided is true and I understand that any false information or failure to disclose criminal activities will result, in the event of employment, in disciplinary investigation by the Academy and is likely to result in dismissal.

**Disclosure of Criminal Convictions**

This post is exempt from the provisions of section 4(2) of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Failure to disclose all unspent criminal convictions and cautions under the provisions of the Act may result in dismissal or disciplinary action by the Academy.

Do you have any unspent convictions, cautions, reprimands or warnings? (offence, date and sentence imposed)

**Safer Recruitment**

I certify that I am not disqualified from working with children or subject to sanctions imposed by a regulatory body which would restrict me from applying for this post.

**Data Protect Act 1998**

I hereby give my consent for personal information (including Recruitment Monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

**Signed:**

**Date:**

# SUPPORT STAFF APPLICATION FORM

## Completing Your Application Form

- The following information is necessary to ensure that full consideration can be given to all candidates. The information given will be treated as confidential.
- Ensure that you have completed the top section of the application form stating the job you are applying for, closing date and reference number if applicable
- You may find enclosed with the application form the Job Description and the Person Specification which you should refer to, but more particularly the essential criteria, to give as much information as you can about why you think you are suitable for the job, giving clear examples
- You must complete ALL sections of the application form as clearly as possible in black ink or type, it can be hand-written or typed CV's can only be accepted as additional information
- You can use additional sheets of paper as necessary and make sure they are securely attached to your application form
- Applicants must complete the reference section of the form and unless otherwise indicated references will be taken up before the interview. Your completed form must be returned before the closing date - applications received after the closing date will not usually be considered
- If you have any queries about completing your application form, please telephone the contact person identified in the advert
- The Declaration must be signed. If you submit this form electronically you will be required to provide a signed copy of your completed application before any employment decision can be confirmed.

## NOTES FOR GUIDANCE

### References

- e) All referees should be professional rather than personal ones. The Academy may contact other previous employers for a reference with your consent.
- f) If you are applying from outside the maintained sector of education, your most recent employer should be given as a referee.
- g) References will not be accepted from relatives or from people writing solely in the capacity of friends.
- h) If you do not wish confidential references to be sought, it is essential that you state this and the reasons why, when returning this form.
- i) If you have not previously held a teaching post, the name and address of the principal of your institution should be given as the first referee. Heads of Departments and other persons may be given as a second referee.

### General

- d) The canvassing of any member of the Trust Board or the Local Governing Body, directly or indirectly, for any post in the Trust's service will disqualify the applicant from the appointment.
- e) Please return this form to the addressee specified in the vacancy advertisement.
- f) In the interest of the economy, it is not the Trust's policy to notify candidates who have been unsuccessful. Nevertheless, the Trust is appreciative of your interest in this appointment.

**LIFE EDUCATION TRUST**  
*Insert name of school/academy wher this is a single site based post*  
**Support Staff Application Form**  
**CONFIDENTIAL**

<i>Insert logo of school/academy</i>	<b>Position applied for:</b>  <b>School:</b>  <b>Closing Date:</b>  <b>Interview Date:</b>
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<b>Personal Details – Please use BLOCK CAPITALS</b>		
<b>Preferred Title (e.g. Mr, Mrs, Miss, Ms)</b>	<b>First Name(s)</b>	<b>Surname</b>
<b>Address (including post code)</b>		
<b>Daytime telephone number (including code)</b>	<b>Evening/weekend/mobile telephone number (including code)</b>	<b>NI Number</b>
<b>Date of Birth</b>	<b>Email address</b>	
<b>Are you registered as disabled?</b>	<b>Yes / No</b>	<b>Registered No.</b>
<b>Are you legally entitled to work in the UK?</b>	<b>Are you required to hold a work permit?</b>	
<i>The Asylum and Immigration Act 1996 requires us to seek proof of your right to work in the UK. If you are invited for an interview and are successful you will need to provide the relevant documentation.</i>		

<b>Present/Most Recent Employer</b>	
<b>Name and Address of present/most recent employer</b>	<b>Date of appointment:</b>
<b>Notice required to terminate present employment</b>	<b>Salary and Grade</b>
<b>Post Held:</b>	
<b>Details of present post, including main duties and responsibilities.</b>	
<b>Reason for leaving:</b>	

**Details of Previous Employment**

Name of Employer:	Job Title:	From	To	Reason for leaving

Please give details of any gaps in employment and reasons why.

**Secondary & Continuing Education (University/College/Apprenticeships etc)**

Name of Educational Establishment:	Dates: From	To	Qualification:	Subjects and grades:

**Relevant Experience and Skills**

Please read 'Completing your Application Form' before completing this section. Please use additional sheets if needed.

### Referees (please refer to the guidance notes)

Please provide the name, position, address, telephone number and e-mail address of your **two most recent employers** (if applicable). If you are unable to do this, please clearly outline who your referees are.

<b>Name:</b> <b>Address:</b>  <b>Position:</b> <b>Telephone:</b> <b>Email:</b>	<b>Name:</b> <b>Address:</b>  <b>Position:</b> <b>Telephone:</b> <b>Email:</b>
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### Disability

Before ticking the appropriate box below, please read the definition of disability.

The definition of disability, as outlined in the Equality Act 2010 is as follows: “a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities”.

To be protected under the Act

- An individual must have an impairment which can be physical or mental
- It has to be substantial, that is something more than minor or trivial.
- It needs to be long term i.e. the impairment has lasted or is likely to last in total for at least twelve months or more, or is likely to last for the rest of the life of the person affected (long term includes conditions which fluctuate or may recur such as cancer, HIV/AIDS and multiple sclerosis) and
- It must affect their day to day activities on a regular basis (day to day activities includes things such as reading, lifting and carrying objects, personal care, shopping, meeting and communicating with people. The effect of your impairment on everyday activities is considered as it would be without medication or aids. The only exception is eyesight which should be judged when an individual is wearing their usual lenses or spectacles.

- I do consider myself to have a disability as defined by the Equality Act 2010 (as detailed above)
- I do not consider myself to have a disability as defined by the Equality Act 2010 (as detailed above)
- I prefer not to say

We welcome applications from people with disabilities. If you have a disability and are invited for an interview, please give details of any special arrangements that you require.

### Close Personal Relationships

If you are the parent, grandparent, partner, child, stepchild, brother, sister, uncle, aunt, nephew or niece of any employee or member of the Trust Board or its Local Governing Bodies, or the partner of such persons, please state the name(s) of the person(s) and relationship.

If you are appointed and have any business, financial and/or political interests which might conflict with the duties or responsibilities of this post please give details

**Data Protection Act**

I hereby give my consent for the Recruitment Monitoring Information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signed: ..... Date: .....

**Equal opportunities policy**

The LIFE Education Trust aims to promote and ensure equality of opportunity and equal treatment of all. Copies of the full policy statement are available on request.

The Trust's objective is to ensure that no job applicant or employee receives less favourable treatment, directly or indirectly, on the grounds of gender, age, disability, marital status, sexual orientation, creed/religion, ethnic or national origin. Disabled employees are offered the same opportunities as other employees for training, promotion and career development.

**Declaration**

Please confirm the following statements are true by signing below

**Declaration**

I certify that, to the best of my belief, the information I have provided is true and I understand that any false information or failure to disclose criminal activities will result, in the event of employment, in disciplinary investigation by the Trust and is likely to result in dismissal.

**Disclosure of Criminal Convictions**

This post is exempt from the provisions of section 4(2) of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Failure to disclose all unspent criminal convictions and cautions under the provisions of the Act may result in dismissal or disciplinary action by the Academy.

Do you have any unspent convictions, cautions, reprimands or warnings? (offence, date and sentence imposed)

**Safer Recruitment**

I certify that I am not disqualified from working with children or subject to sanctions imposed by a regulatory body which would restrict me from applying for this post.

**Data Protect Act 1998**

I hereby give my consent for personal information (including Recruitment Monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

**Signed:**

**Date:**

## Appendix G

# Recruitment Monitoring Information Form

The Trust is committed to ensuring that applicants are selected on the basis of their abilities relevant to the job. Completion of this section will help us to ensure that our policies and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the shortlisting panel. This section will be detached from the application form prior to shortlisting. If you do not wish to share this information, you can select the “prefer not to say” option.

### Age

<input type="checkbox"/> 15-19	<input type="checkbox"/> 20-24	<input type="checkbox"/> 25-29	<input type="checkbox"/> 30-34	<input type="checkbox"/> 35-39
<input type="checkbox"/> 40-44	<input type="checkbox"/> 45-49	<input type="checkbox"/> 50-54	<input type="checkbox"/> 55-59	<input type="checkbox"/> 60-64
<input type="checkbox"/> 65-69	<input type="checkbox"/> 70+			<input type="checkbox"/> Prefer not to say

### Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Prefer not to say
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### Sexual Orientation

<input type="checkbox"/> Bisexual	<input type="checkbox"/> Gay	<input type="checkbox"/> Heterosexual	<input type="checkbox"/> Lesbian	<input type="checkbox"/> Prefer not to say
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### Ethnic Origin:

<b>Asian &amp; Asian British:</b>	<input type="checkbox"/> Bangladeshi	<b>Mixed:</b>	<input type="checkbox"/> White & Asian
	<input type="checkbox"/> Chinese		<input type="checkbox"/> White & Black African
	<input type="checkbox"/> Indian		<input type="checkbox"/> White & Black Caribbean
	<input type="checkbox"/> Pakistani		<input type="checkbox"/> Other
	<input type="checkbox"/> Other		
<b>Black &amp; Black British:</b>	<input type="checkbox"/> African	<b>White:</b>	<input type="checkbox"/> British
	<input type="checkbox"/> Caribbean		<input type="checkbox"/> Irish
	<input type="checkbox"/> Other		<input type="checkbox"/> Other
<b>Other (specify)</b>			
<b>Prefer not to say</b>	<input type="checkbox"/>		

## Appendix H Shortlisting

All application forms should be scrutinised by the interview panel to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete application forms should not be accepted and should be returned for completion or checked with the candidate.

Any anomalies, discrepancies or unexplained gaps in employment identified should be noted and where the applicant is shortlisted, should be discussed at interview. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the Person Specification without exception or variation. A consistent approach in assessing the applicant's details against the selection criteria will help ensure fairness and avoid discrimination. The reasons for not shortlisting should be clear and objective, so that should an unsuccessful candidate request feedback from the panel it will be possible to show how the decision was reached.

Where possible, shortlisting should be arranged within 5 working days of the closing date for the advertisement.

### Shortlisting Record Sheet

#### Shortlisting Form

- Enter each Candidate's name on sheet and score them against the person specification criteria as set out in the Job Description (copy attached) and their application form.
- Sign the form and highlight the 5 candidates shortlisted for interview.
- Set interview date with panel (one panel member to have had safeguarding training)
- Pass form back to HR Manager to arrange interviews. If you wish the short listed candidates to observe a lesson or run a lesson please liaise with member of staff and inform HR Manager of lesson and room for incorporation into interview schedule.

When completing this form, indicate:

- ✓ = appears to meet person specification
- x = does not meet person specification
- ? = unclear from application form

**Title of Vacancy:**

Candidate Name	Qualifications/ Experience				Communication		Responsibilities				Comments Shortlist y/n	

## **Appendix I**

### **Model letter/email Inviting Candidates for Interview**

Dear

#### **APPOINTMENT OF (INSERT POST) SCHOOL/TRUST**

Following your application for appointment to the (POST) of the above School, I am pleased to invite you to attend for interview on «Interview» at «Time» at the School. This School is part of a multi academy trust called LIFE Education Trust and all staff are employed by the Trust.

If you could arrive at school by [ TIME ] you will be given a tour of the school, be observed teaching a [ Time ] lesson, have a meeting with our student panel and a formal interview with < person> , <Job Title> and < person> , <Job Title>

You will be observed teaching a [Time] lesson of <XXXX> to a Year <X> mixed ability class. All classrooms have an IWB and access to the internet. Please let me know if you require any equipment for your interview or any special facilities or arrangements that you require to be made available in relation to the interview day, i.e., dietary needs/parking/ access to premises.

You are also required to bring with you original certificates/letter of confirmation from the awarding institution, relating to the academic or professional qualifications stated on your application form which are relevant to this post. If you are unable to provide original documentation, a properly certified copy will be required.

Please could you confirm attendance at your earliest convenience

Candidates are required to satisfy the school as to their physical fitness for the appointment and in this connection you will be asked to complete a health declaration form if you are selected as the preferred candidate.

Please complete and return the enclosed criminal records self-declaration form SD2 with your confirmation of attendance, prior to the interviews.

Under the Asylum and Nationality Act 2006 we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition precluding them from taking up employment. We would, therefore, ask you to bring with you to interview one of the following as appropriate:

- A UK passport, or
- A full birth or adoption certificate issued from either the UK, Channel Islands, Isle of Man or Ireland together with an official document giving your permanent National Insurance number and name issued by a Government agency or previous employer.

If you are unable to produce either of the documents listed, please contact the school for details of other acceptable documents showing your right to work in the UK. Additional supporting documentation may also be required and this will be discussed with applicants as necessary.

We also are required to verify identity and this documentation (preferably photo ID) will also serve for this purpose.

Failure to provide the necessary evidence in this connection may result in us being unable to take forward your application. If you are not able to produce any of these documents please contact me to discuss other documents which may be acceptable.

If you have any special requirements in relation to the interview day, please let me know.

Should any difficulty arise please do not hesitate to contact me at the above address.

Yours sincerely

## Appendix I(i)

### Self-Disclosure Form (SD2)

Please read carefully the accompanying notes and then enter any convictions and cautions below.

**Please enter NONE if applicable**

Offence	Date of conviction / caution / reprimand / bind over	Sentence

Please list below details of any pending prosecutions

**Please enter NONE if applicable**

Court to which summoned	Appearance date	Alleged offence

I certify that i) I have read and understood the attached guidance notes; ii) to the best of my belief, the information I have entered is true and I understand that any false information or failure to disclose criminal convictions will result, in the event of employment, in a disciplinary investigation by the County Council / Governing Body, and is likely to result in dismissal.

Name *(please use CAPITALS)*:

Signature:

Date:

Post applied for:

**PLEASE COMPLETE THE FORM AND RETURN IT TO THE SCHOOL.**

## SD2 Notes of Guidance

1. Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept or do any work in a 'regulated position'.
2. As the post for which you are applying is one that will give you substantial unsupervised access to children and young people it is covered by The Rehabilitation of Offenders Act 1974 (Exceptions) Orders from time to time enacted and in force. You are therefore required to disclose 'spent' as well as 'unspent' criminal convictions, cautions or reprimands or bind overs and any pending prosecutions against you in line with the requirements below.
3. You must declare the following:
  - Cautions given less than 6 years ago (where you were over age 18 at the time of caution)
  - Cautions given less than 2 years ago (where you were age under 18 at the time of caution)
  - Any convictions, whenever they occurred, relating to an offence from a prescribed list available from: <https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check> or from your school office.
  - All convictions that resulted in a custodial sentence (regardless of whether served and whenever they occurred).
  - Where you have more than one conviction all convictions must be declared.
  - Other convictions given less than 11 years ago (where you were over age 18 at the time of conviction)
  - Other convictions given less than 5.5 years ago (where you were under age 18 at the time of conviction)
4. The information you provide (by completing the form) will be treated as strictly confidential and will be considered only in relation to the post for which you are applying.
5. Disclosure of a conviction, caution, reprimand, bind over or pending prosecution does not necessarily mean that you will not be appointed; a person's suitability will be looked at as a whole in the light of all the information available, and in accordance with the Trust's policy on the employment of ex-offenders, a copy of which can be obtained from the School. A main consideration will be whether the offence is one which would make a person unsuitable to work in the capacity of the post applied for. If you disclose information which you are not required to, this will be disregarded. Any information provided which is not relevant to employment will be disregarded
6. A conviction includes:
  - a. A sentence of imprisonment, youth custody or in a young offenders institution;
  - b. An absolute discharge, conditional discharge, bind over;
  - c. A fit person order, a supervision or care order, a probation order or community punishment order or an approved school/academy order arising from a criminal conviction;
  - d. Simple dismissal from the Armed Forces, cashiering, discharge with ignominy, dismissal with disgrace or detention by the Armed Forces.
  - e. Detention by direction of the Home Secretary;
  - f. Remand centres, secure training centres or in secure accommodation;
  - g. A suspended sentence;
  - h. A fine or any other sentence not mentioned above.
7. A caution is a formal warning about future conduct given by a Senior Police Officer, usually in a Police Station, after a person has admitted an offence. It is used as an alternative to a charge and Positive Prosecution.
8. A Reprimand has replaced a Caution for young people under 15. A young person given a second formal warning about future conduct is then given a formal warning.
9. A Bind over is an order which requires the defendant to return to Court on an unspecified date for sentence.
10. Driving offences must be declared unless excluded by the criteria in 3. above.
11. Failure to disclose convictions, cautions, reprimands or bind overs and any pending prosecutions may, in the event of employment result in dismissal or disciplinary action by the Trust.

As the post for which you are applying falls within the category for which a criminal record disclosure is required, if you are selected for appointment, you will be required to apply for an enhanced Disclosure & Barring Service (DBS) disclosure. A refusal to make such an application could prevent your employment.

## Appendix J Running the Selection Process

The table below outlines exercises that could be used as part of a selection process. Candidate must be informed which of the following will be used in the selection process.

In-tray Exercise	Example pieces of work typical of that which is likely to be found in their in-tray. The exercise will require them to make decisions on responses and priorities.
Personnel Case Study	Scenarios which could include disabilities, misconduct, capability, ill health issues and how they might deal with them.
Presentation	Presentation on a subject relating to a specific issue at the school/academy which will indicate how they might deal with the issue and provide evidence of communication skills.
Budget/Data Analysis	Exercises to test how proficient the candidate is at the management and administration of budgets and analysing critical data.
Interview	Questions covering all aspects of the post to gain evidence using appropriate questioning techniques in a structured format and related to the person specification. Also allowing candidates to ask questions.
Tour/Introductions	A chance for the candidate to look around the school/academy and meet other staff members. An opportunity to meet other members of the Trust Board or the Local Governing Body might be appropriate, and evidence 'social skills'.
Group Discussion	All candidates get together to discuss a given topic and are observed by the Panel. This will give an indication of how they interact as part of a team, leadership skills, persuasive skills etc.
OPQ (Occupational Personality Questionnaire)	OPQ's are interpreted by a trained assessor who can provide a report to the Selection Panel about personality traits which are relevant to the person specification.

## Appendix K – DBS Consent Form

(TO BE COMPLETED BY PREFERRED CANDIDATES/VOLUNTEERS)

**Applicant Name:**

I acknowledge that in order to process my application to be employed / engaged by the LIFE Education Trust that an enhanced DBS check will be undertaken or I will be required to produce an acceptable enhanced DBS certificate, including a Children’s Barred list check where this is required for the post I am applying for.

I confirm that I will produce an original DBS certificate to the school within a reasonable timeframe in order for the trust/school to proceed with my application/engagement. If a new DBS check has been carried out by the trust/school, I understand I am required to produce the original DBS certificate within 5 working days following my receipt of it. . I acknowledge that if I fail to produce my original DBS certificate within a reasonable timeframe, the trust/school may not proceed with my application.

I understand that if I commence work before I receive my DBS certificate and/or produce it to the school that this will be on a conditional basis as set out in my conditional offer letter/conditional contract/volunteer agreement. If my DBS check is unsatisfactory to the school I acknowledge that my employment/engagement will not be confirmed/will not continue.

I confirm that I give my consent for the trust/school to take a copy or image of my original DBS certificate and hold the copy/image for as long as is necessary to complete the recruitment process. In any event the trust/school will not hold the copy for longer than 6 months. At the end of this period I acknowledge that the trust/school will remove the copy from their records and destroy it.

I further acknowledge that the trust/school may share the information contained on the DBS certificate with a third party for the purposes of seeking guidance on the recruitment decision, where appropriate.

The trust/school confirms that it will comply with the DBS Code of Practice at all times. A copy of the trust’s policy on the recruitment of ex-offenders can found in the Recruitment Policy which is available [from the school office/on the intranet].

Signed.....

Print name.....

Date.....

**Additional section to be completed by applicants who have a subscription to the DBS online update service:**

By signing this section of the form you confirm that you are registered with the DBS online update service and you give permission for the trust/school to carry out a status check with the DBS online update service.

You confirm you will produce to the trust/school your current DBS certificate and any further information required to carry out a DBS status check.

You acknowledge that the trust/school may require a new DBS check to be obtained if the certificate you have presented is not at an appropriate level or for an equivalent role. A new DBS check may also be required if the online status check indicates that your certificate is no longer current.

Signed.....

Print name.....

Date.....

## Appendix L

### Firm offer letter to Successful Candidate

Date

Dear

**APPOINTMENT OF : CLASSROOM TEACHER**  
**SCALE : MPS**  
**FROM : DATE**

I am very pleased to inform you that following your recent interview and on behalf of the Governing Body, I am pleased to confirm the above mentioned FIXED TERM/PERMANENT/TEMPORARY at *enter name of school which is part of the LIFE Education trust, which will be your employer.* This will be in accordance with the terms contained within this letter. I attach a copy of our Statement of Written Particulars for Teaching Staff for your information.

This appointment is subject to a six month probation and satisfactory completion of pre employment checks and a six month probationary period. A copy of the probationary procedure will be provided to you during your induction period.

Your salary grade will be xxxxx £xxxxxxx p.a., inclusive of Outer London Allowance. Please find enclosed a 'Starter Pack' which contains all the relevant documents for you to complete and return to the School. There will be a new starter induction day on xxxxxx to which you are invited to attend.

**Pensions – It is essential that you read the Member Guide to Teachers' Pensions on the Teachers' Pensions website [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)**

All teachers both qualified and unqualified, are automatically brought into membership of the Teachers' Pensions Scheme. This includes full time, part time and supply teachers. It also includes teachers returning to work who are in receipt of Teachers Pensions benefits. With effect from 1<sup>st</sup> April 2012 your contribution rate is based on your full time equivalent salary. There are seven tiered contribution bands (see [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) for the current contribution rates) If you **do not** wish to contribute to the scheme, you will need to complete a form to opt out, which can be found on the Teachers' Pensions website [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

Please contact Cathy Smith, at Mercury House, on 01708 433901 if you have any queries in respect of the Teachers' Pensions Scheme.

#### ***Safer Practice for Work with Children and Young People***

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. Adults must be clear about appropriate and safe behaviours for working with children in paid or unpaid capacities, in all settings and in all contexts.

The relevant requirements are set out in the school Safeguarding Policy and in the DfE Statutory Guidance "Keeping Children Safe in Education" (September 2016, as amended). All employees and volunteers must, as a minimum, read Part 1 of that Document (copy attached) and be familiar with trust policies and procedures including the Child Protection Policy.

It is the Trust's policy not to discriminate on grounds of race, sex or religious persuasion. Disabled employees are offered the same opportunity as other employees for training, career development and promotion.

Notwithstanding anything contained in this letter or enclosures, your appointment is by the LIFE Education Trust, in accordance with the Articles of Government for the trust and subject to the conditions of service determined nationally for teachers, which have been adopted by the trust.

I very much hope that you will accept this offer of employment and find it to be a successful, enjoyable and rewarding experience. If you are prepared to accept this offer in accordance with the terms specified, will you please sign both letters and return the second copy which will enable the necessary payment arrangements to be initiated. Salary payments will be made by bank credit on the 21<sup>st</sup> of each month.

Yours sincerely,

# Appendix M

## FITNESS TO WORK DECLARATION

FULL NAME:.....

DOB.....

POSITION.....

Do you have any health or medical issues that you consider would impact your ability to undertake the position offered and/or do you require any additional adjustments or support?

<input type="checkbox"/> Yes	<i>If you answer <b>YES</b>, please request a confidential Essex County Council Pre-employment Health Assessment form.</i>
<input type="checkbox"/> No	

**I understand that if I withhold information, or give misleading answers, my employment may be at risk.  
I authorise the disclosure of this information to Essex County Council for the purposes of my recruitment.**

**Signature:** .....

**Name printed:** ..... **Date:** .....

## Appendix N(i) Induction

Once an employee commences work it is important to initiate an effective induction process which will mean that new staff are clear about their job and feel secure about what they should be doing. They should be informed about the aims and values of the trust/school and how they can contribute to its mission.

Anyone who is new to a job will have some gaps in their knowledge and skills, which will need to be identified and supported. If their training and development needs are taken into account and they are well supported with clear information they will quickly get 'up to speed' and begin to make a real contribution to the role.

If induction is poorly planned and executed a new member of staff will take longer to learn the job and to become effective, make more mistakes than necessary and become disillusioned with the job and the trust/school.

As part of the induction and/or probation period for new employees, their attitude and behaviour towards children should be monitored. It is important to ensure that new employees understand and abide by the Trust's policies and follow guidance given by experienced and senior staff.

It is important to ensure that induction training for all new staff includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. It is also important to ensure the employee has a good understanding of acceptable and appropriate conduct with pupils, and is made aware of the trust's confidentiality and code of conduct policies.

For Safeguarding and to promote the welfare of children the induction programme should also include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures,
- Safe practice and the standards for conduct and behaviour expected of staff and pupils in establishment (Code of Conduct);
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing.

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

All new staff should be made aware of the content of all trusts policies and procedures. It is advisable to list all the essential policies/procedures on an induction checklist or similar (see Appendix Lii) which the employee signs thereby confirming that they have been made aware of and have read these key documents.

## Appendix N(ii) Induction – Checklist

This checklist provides a framework for the planning, delivery and evaluation of the staff induction process at .....<school Name>.

This checklist should be completed by the immediate Line Manager.

**New Staff Member** .....

**Start Date** .....

**Line Manager** .....

### FIRST DAY

Action required	Manager's Notes
<b>Welcome</b> and introduction to colleagues	
<b>Key diary dates</b> , ensure key meetings and events are booked, including regular one to ones, and staff meetings.	
Familiarise new staff with their <b>environment</b> , consider any facilities they may find useful	
<b>Security:</b> <ul style="list-style-type: none"> <li>• provide any necessary ID pass cards, car parking cards etc</li> <li>• computer passwords</li> <li>• building security information including, evening and weekends</li> </ul>	
<b>Health and Safety</b> <ul style="list-style-type: none"> <li>• Location of fire exits and 'Safe Havens' for staff with restricted mobility</li> <li>• Fire and other emergency evacuation procedures</li> <li>• Personal safety guidelines</li> <li>• Accident and incident reporting</li> <li>• On site first aiders</li> <li>• Risk assessments – VDU, manual handling etc.</li> </ul>	
<b>Work times</b> , breaks, session times, lunch etc.	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's signature</i>

## FIRST TWO WEEKS

Action required	Manager's Notes
Ensure that <b>Probation procedure</b> is discussed and understood, i.e. conduct and expected levels of performance, including confidentiality rules and ensure understanding of child protection procedures	
<b>Identify initial training needs</b> , e.g. ICT needs, child protection training etc Discuss Performance Management processes and plan implementation.	
Introduce them to the <b>procedural information</b> they may need. e.g. Leave (if appropriate) & sickness absence reporting. Introduce HR policies.	
Introduce them to key trust policies (code of conduct, child protection, behaviour management etc).	
Introduce them to <b>facilities</b> and equipment they may need to use e.g. photocopier, fax, etc.	
<b>Further introductions</b> to key staff outside the immediate area	
<i>Please sign to confirm that all required actions have been completed</i>	<i>Manager's signature</i>

I confirm that I have been made aware of and have read the following policies/procedures  
(NB Employer to amend list as required)

- Child Protection (including Part 1 of Keeping Children Safe in Education 2016)
- Behaviour Management
- Equality and Diversity Policy
- Code of Conduct (including confidentiality)
- Disciplinary
- Grievance
- Health and Safety

**New Staff Member's Signature**.....

**Line Manager's Signature**.....

**Date**.....

**Appendix O(i)**  
**Model Volunteer Application Form**  
**LIFE Education Trust**

**School:** \_\_\_\_\_

**Personal Details**

Last name and Title:	First name (s):
Previous names:	Date of birth:
Home telephone no:	Mobile:
Email Address:	
Address:	
Relevant skills, training, qualifications or job history if applicable:	
Other information in support of this application:	
<i>Please give the name and contact details of a referee who has known you for at least 2 years. This should be someone who knows you in a professional capacity, not a friend or relative.</i>	
Referee's Name:	
Referee's Address:	
Position:	
Telephone number:	
Email Address:	
<p><b>The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</b></p> <p>The trust requires all volunteers to complete a self-declaration of criminal record. A signed DBS consent form and a satisfactory enhanced Disclosure and Barring Service Disclosure will be required if they will be undertaking Regulated Activity. Volunteers not undertaking Regulated Activity may be required have a satisfactory DBS disclosure.</p> <p>Individuals applying to volunteer in a role covered by the Childcare (Disqualification) Regulations 2009 will be asked to complete a Disqualification Declaration Form. A disqualified person may only be engaged in a relevant voluntary role if they obtain a waiver from Ofsted. By signing this application form you acknowledge and consent to completing the Disqualification Declaration Form if relevant to the role.</p>	
<p><b>It is illegal for anyone who is barred from working with children to apply for, or work/volunteer to undertake Regulated Activity.</b></p> <p><b>Data Protection Act 1998</b>  I hereby give my consent for personal information (including recruitment monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.</p>	
Signature:	Date:

**Appendix O(ii)**  
**Model Volunteer Role Profile**  
**LIFE Education Trust**

<b>School:</b>	
<b>Name:</b>	
<b>Timing/Frequency of work:</b>	
<b>Area of work:</b>	<i>Enter group, class, activity etc.</i>
<b>Reports to:</b>	<i>Enter key contact for instruction, raising concerns or queries</i>
<b>Working with:</b>	<i>Enter other staff/adults volunteer will be working with</i>
<b>Equalities</b>	Understand and comply with trust policies and procedures. Demonstrate a commitment to treating all people fairly.
<b>Health &amp; Wellbeing</b>	Understand and comply with school policies and procedures relating to Health, Safety and Wellbeing of all members of the school community.
<b>Safeguarding</b>	Understand and comply with safeguarding and children protection policies and procedures.
<b>Confidentiality</b>	Understand and comply with policies and procedures relating to confidentiality.

## **Appendix O(iii) Information for Volunteers**

Welcome to {inset name of establishment}}. We would like you to know that we greatly value the time volunteers give. Volunteers are a great asset to the team and can play an important role by offering commitment, energy and enthusiasm to a wide range of activities, both inside and outside the classroom.

As volunteers will be in a position of trust we expect them to maintain strict confidentiality at all times in accordance with the confidentiality policy.

We are committed to providing a safe environment and expect all staff and volunteers to share in this commitment. All education trusts/schools have a statutory duty to safeguard and promote the welfare of the children in its care. Safeguarding is about protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances that enable children to have optimum life chances and enter adulthood successfully.

It is illegal for anyone who is barred from working with children to apply for, or work/volunteer to undertake Regulated Activity.

We will carry out other safeguard checks on volunteers. You will be asked to supply us with a reference(s), proof of identification and to complete a self-disclosure form (SD2).

### ***Optional wording for where duties to be carried out by the volunteer are covered by the Childcare (Disqualification) Regulations 2009***

*This voluntary role is covered by the Childcare (Disqualification) Regulations 2009 and you will be asked to complete and return a Disqualification Declaration Form. This is a self-declaration form and you must complete the information to the best of your knowledge. It can be sealed in the same envelope as the SD2 form. Please be aware that the trust/school reserves the right not to allow you to volunteer in the event that you are disqualified from working in the school under the Regulations.*

A full Disclosure and Barring Service (DBS) check and a signed DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for the voluntary role will be required for volunteers undertaking Regulated Activity and may be required for those not undertaking Regulated activity.

The consent form also seeks consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

We would invite volunteers who are to work regularly to be interviewed. This is an opportunity to explain the workings of the trust/school and how we could best benefit from your skills and also provide an opportunity for you to ask any questions.

All new volunteers will undertake an induction programme, and on-going training will be provided wherever relevant to the activity in which the volunteer is engaged, including the safe use of any work equipment, etc.

As part of the induction you will be asked to familiarise yourself with key policies and procedures particularly those on:

- Safeguarding and child protection
- Equality and Diversity Policy
- Health and Safety.
- Behaviour Management

- Code of Conduct (including confidentiality)

You will be assigned a key link person who you can go to if you have any concerns or queries about any matter. Volunteers, like all staff, are expected to report to their link person any issues, whether they experience them or witness them, which they feel concerned about.

Whilst we appreciate the voluntary nature of your commitment, for the smooth operation of the trust/school and to minimise disruption for pupils, we do ask all volunteers to fulfil their commitment as agreed between themselves and the trust/school. . This includes consistent attendance where that is a requirement of the voluntary activity and undertaking the agreed tasks. Volunteers are provided with a Role Profile setting out the key duties of the role and will be asked to sign Volunteer Agreement confirming their acceptance of the commitment

*Enclosures (delete as applicable)*

- *Application Form*
- *SD2*
- *Disqualification Declaration Form (where applicable)*
- *DBS consent form (as applicable)*
- *Volunteer Agreement*
- *List of staff*
- *The school day*
- *General statements/information on safeguarding and other policies. Policies and Procedures should be covered in detail at induction)*

**Appendix O(iv)**  
**Model Volunteer Agreement**  
**LIFE Education Trust**

<b>Model Volunteer Agreement</b>					
<p>This document sets out the agreement between the named person and the school/academy for voluntary work. This agreement is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future.</p>					
School/Academy:					
Name of Volunteer:					
Agreed start date, frequency/duration, general area(s) of work: <i>(attach role profile)</i>					
Induction and training to be supervised by:					
Trust/School/Academy Link Person:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; padding: 5px;">Headteacher Signature:</td> <td style="padding: 5px;">Date:</td> </tr> <tr> <td style="padding: 5px;">Volunteer Signature:</td> <td style="padding: 5px;">Date:</td> </tr> </table>		Headteacher Signature:	Date:	Volunteer Signature:	Date:
Headteacher Signature:	Date:				
Volunteer Signature:	Date:				

Enclosures (delete/supplement as applicable)

- *List of staff*
- *The school day*
- *General statements/information on safeguarding and other policies. (Policies and Procedures should be covered in detail at induction)*

## Appendix O(v) Model Volunteer Reference

Dear .....

<Candidate name>

The above has given permission for us to write to you for a reference regarding their suitability to work as a volunteer in our school. The type of work they will be doing is.....

We would be grateful if you could answer a few questions below with regard to the above applicant.

How long have you known the applicant and in what capacity?	
Please could you comment on the applicant's suitability to undertake the volunteer work described above in our school.	
Please could you comment on the applicant's suitability to work with children?	
If you feel there is any other information relevant to the applicant and this work, then please continue on a separate sheet.	

We very much appreciate you taking the time to complete this reference request and enclose a pre-paid envelope for your reply.

Yours sincerely

Headteacher