

<b>Role:</b>	<b>Successful Candidate:</b>	
<b>Date:</b>		
<b>Activity</b>	<b>Completed (tick)</b>	<b>Date Completed</b>
<b>Planning:</b>		
1. Decide timetable (timescales of all actions to be taken in process)	<input type="checkbox"/>	/ /
2. Review and update Job Description, Person Specification and all other relevant documents to be provided to candidates (include safeguarding responsibilities).	<input type="checkbox"/>	/ /
<b>Advertise Vacancy (in appropriate publication):</b>		
1. Advertising Request include copies of the Job Description and Person Specification.	<input type="checkbox"/>	/ /
2. Ensure the advert includes a reference to safeguarding children. The phrase, "This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment," is recommended by the DfE.	<input type="checkbox"/>	/ /
3. When sending the application pack out to candidates, include a Job Description and Person Specification for their information.	<input type="checkbox"/>	/ /
<b>Shortlisting:</b>		
1. Note any discrepancies/anomalies/gaps in employment to be explored if the candidate is considered for short listing	<input type="checkbox"/>	/ /
2. Measure applications against the criteria identified on the Person Specification and Job Description, entering information on the Shortlisting Criteria Form. Have two people involved in shortlisting.	<input type="checkbox"/>	/ /
<b>References (seeking):</b>		
1. Seek references directly from nominated referee for short listed candidates. Referee must include the current or most recent employer.	<input type="checkbox"/>	/ /
<b>References (on receipt):</b>		
1. Check against information on application	<input type="checkbox"/>	/ /
2. Scrutinise closely and take up any areas of concern with applicant (at interview) or contact referee for clarification	<input type="checkbox"/>	/ /
<b>Interviews, Arrangements and Assessing Candidates:</b>		
1. Send invite letters to candidates, including all relevant information/instructions and details of any additional activities they are to undertake. Ask them to bring with them original documents to prove: Identity (incl. photo) – passport, driving licence with card etc. Permission to Work in the UK – Work Permit, Visa etc. Qualifications (QTS/PGCE etc.) - Certificates etc. Membership of Professional Bodies - Certificates, Membership Cards etc.	<input type="checkbox"/>	/ /
2. Ensure you have a panel of 2 – 3 people to interview candidates; provide the panel with relevant paperwork i.e. list of candidates, copy of advert, job description, person specification, references, conditions of service etc. At least one panel member should have received safer recruitment training.	<input type="checkbox"/>	/ /
3. Panel to meet before interviews to discuss: each panel members' role within process; format and timing of interviews; finalise questions to be asked. Be aware that you will be	<input type="checkbox"/>	/ /

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interviewing candidates not only for their suitability for the post but their suitability to work with children.		
<p>4. On day of interviews:</p> <ul style="list-style-type: none"> <li>Take copies of all requested documents and return originals to candidate. As far as possible ensure that the documents are genuine</li> </ul>	<input type="checkbox"/>	/ /
<p>5. In interview: Keep good notes of the responses received from each candidate in order to assist in decision making, support feedback to candidates, provide evidence to respond to a challenge from a candidate. Notes should be kept for six months.</p> <p>*Introduce panel members *Outline format of interview *Explain notes will be taken *Explain the role *Clarify any information on their application form *Ask open questions about current/last job *Ask range of open questions about skills, ability, knowledge and relevant experience *Some personalised questions may be added to clarify or expand upon particular answers *Ask questions covering safeguarding issues *Ask if they have any questions *Give timescales i.e. 2<sup>nd</sup> interviews, appointment decision *Go over Terms and Conditions of role (<i>especially working weeks</i>) *Ensure all candidates are asked same questions in same order</p>	<input type="checkbox"/>	/ /
<p>6. Use Interview Assessment Form to assess candidates (against the person specification, NOT each other). Select the successful candidate.</p>	<input type="checkbox"/>	/ /
<b>Offers:</b>		
<p>1. Check that the references, proof of qualifications, proof of identification, memberships of professional bodies, right to work in the UK status (and work permits/visas if applicable) are in order</p>	<input type="checkbox"/>	/ /
<p>2. Make the offer of employment conditional on: <i>satisfactory medical and police clearance (DBS)</i> and a probationary/induction period for support staff posts. It is advisable that individuals <b>do not</b> commence employment before the DBS disclosure is received. However, if the DBS disclosure is not received at the time when the person is starting, ask Personnel and Training Services to carry out a List 99 check and undertake a full risk assessment before making a decision to allow the individual to commence employment.</p> <p>Invite candidate to school to process DBS form.</p>	<input type="checkbox"/>	/ /
<p>3. Send regret letters to all unsuccessful candidates and send all relevant new starter paperwork i.e. Notification of Appointment, to Personnel and Training Services for them to generate contracts and other related documents (to ensure the new starter is entered on the payroll system)</p>	<input type="checkbox"/>	/ /
<p>4. Ensure Statutory Probation and Induction Period are applied</p>	<input type="checkbox"/>	/ /
<p>5. Single Central Record to be completed:</p> <ul style="list-style-type: none"> <li>Reference received</li> <li>ID checks</li> <li>Professional Qualifications (where appropriate)</li> <li>Right to work in the UK</li> <li>Qualifications (teachers only)</li> <li>Prohibition from teaching (teachers only)</li> <li>Enhanced DBS with Barring</li> <li>Disqualification by association (specific roles)</li> </ul>	<input type="checkbox"/>	/ /