



RECRUITMENT AND INDUCTION AT WESTONBIRT SCHOOLS

PURPOSE OF THE POLICY

The welfare of the pupils at Westonbirt Schools is at the heart of the Schools' ethos and principles. Therefore, this policy has been developed to embed the importance of safer recruitment practices and reflects the requirements of the Equality Act 2010.

Westonbirt Schools operate the following recruitment process:

Stage 1 - Advertisements

- The Schools will advertise either internally or internally and externally dependent on the nature of the role but in all cases to promote equality of opportunity.
- All advertisements give a closing date for receipt of applications and does not accept applications received after the set closing date without prior agreement.
- All advertisements carry the footnote "Westonbirt Schools operate safer recruitment procedures and are an equal opportunities employer".
- Applicants should submit a completed application form in response to a specific advertisement. The Schools do not accept CVs as applications, although some applicants choose to send a copy of their CV along with their completed application form, which is acceptable
- The Schools do not invite speculative applications as we would expect candidates to demonstrate how they meet specific requirements listed for a particular post.

Stage 2 - Application pack

The application pack will include the following:

- **Job description:** The job description contains details about the duties of the role. It also identifies the criteria which are required to carry out the post. The job description is used when carrying out the short listing for the post.
- **Application form:** this provides the Schools with all the information required about the applicant's skills, qualifications, career history and reasons for applying. It also notes safer recruitment procedures and complies with the Equality Act 2010. Copies of the teaching and non teaching application forms are included at the end of this document.

Stage 3 - Shortlisting and invitation to interview

- **Shortlisting:** The application form will be assessed against the relevant criteria stated in the job specification. Where there are a lot of applicants who meet all of the essential criteria the desirable criteria will also be considered in deciding who will be invited to be interviewed. Shortlisters should note the gaps in employment history.
- **Invitation to interview:** Successful candidates will be contacted by letter or by telephone, normally at least one week prior to the interview date. They will be informed of any additional requirements at the time, eg typing test, teaching a lesson, presentation subject, written assessment etc.
- **Special requirements:** Applicants are invited to offer any relevant information regarding special requirements for the interview on the application form.

Stage 4 – Interview

- The interview will be conducted using pre-agreed questions, amongst other things, which will be asked of all candidates. The questions will include those intended to promote safer recruitment.
- Notes will be taken and a written record kept of the outcome.
- At least two people will be involved with the panel, one of whom is trained in safer recruitment practices.
- Notes for unsuccessful candidates will be retained by the Schools for 6 months and then destroyed.

Stage 5 - Offer of employment

- **Employment offer:** The Schools will send a letter confirming the offer of employment, salary, a criminal records declaration form and a medical health declaration form. Any offer of employment will be made subject to satisfactory references and enhanced CRB clearance.
- **Medical health declaration forms:** These will be enclosed with the job offer in accordance with the Equality Act 2010.
- **References:** The Schools require two references, one of which should be from the most recent employer, school or academic referee. Referees must not be a relative or friend of the applicant.
- Any previous employee may be contacted for a reference.
- For teaching positions, references will be sought prior to interview, and for non teaching positions, references will be sought following an offer of employment.
- All references will be verified by telephone.
- **Qualifications/certificates:** original certificates must be provided and photocopies will be taken by the Schools.
- **Formal offer:** Once references and criminal records procedures have been validated, a formal offer of employment can be made and a contract will be sent for signature and return.
- **Central Register:** Once the employee has accepted the offer, the details and required checks will be entered onto the central register of appointments.

Stage 6 – Induction

It is important that new staff are welcomed into the Schools, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into the Schools quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the Schools, the routines and practices that take place and the way in which the Schools work. The role that induction plays in this process is key as it promotes communication and belonging. The purpose of induction is:

To provide training and information about policies and procedures. The policies and procedures which are communicated during the early stages of the induction are

- Safeguarding and child protection
 - Anti bullying
 - Safe use of ICT
 - Equality
 - Health and safety
 - Behaviour
 - Disciplinary and grievance
 - Whistle blowing
 - Sick pay arrangements
 - Annual leave entitlement
 - Unexpected and planned leave
 - Staff/Pupil relationships
 - Supervision of pupils
 - Staff Code of Conduct
- To introduce colleagues
 - To provide opportunities for the member of staff to discuss any issues or concerns about their role
 - To introduce the member of staff to the practical considerations such lunch, tea and coffee arrangements
 - To establish a mentor for new teachers
 - To provide clarity on lines of report

Teachers will be provided with a Staff Handbook (a Staff Handbook for all employees is currently under development) and have a nominated mentor who will:

- Ease a teacher's introduction and settling into the relevant Schools and department;
- Ensure that the new teacher has all the necessary information and guidance in adjusting to the day-to-day running of the Schools
- Monitor the workload of the new teacher, both departmental and extra curricular;
- Help with any problems that might arise either professionally or socially;
- Meet regularly with the new teacher and, for a new entrant to the profession, arrange observation lessons and detailed professional guidance.

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- Provide for the relevant Head, through the Head of Department if appropriate, a written report by the end of the first term of employment; this will be compiled after discussion with the teacher.

After a period of one year, the teacher should receive from the relevant Head confirmation in writing that the induction period has been successfully completed.

These arrangements are subject to modification in the case of experienced teachers appointed to more senior positions.

POLICY FOR NEWLY QUALIFIED TEACHERS (NQTs)

RATIONALE

Newly qualified teachers bring a fresh outlook and new ideas into the school. Supporting NQTs allows experienced members of staff to critically evaluate their own teaching. We aim to provide a supportive atmosphere in which an NQT may reach their full potential and become a highly skilled member of the teaching profession.

AIMS

- To provide a bridge from initial teacher training to effective professional practice
- To enable the NQT to make an effective contribution to the classes they teach, to the relevant Schools as a whole and to the teaching profession generally
- To create a climate which enables the NQT to take responsibility for their own CPD
- To build on the information provided in the NQT's Career Entry Profile, helping them identify objectives
- To establish an individualised induction programme which is specific to the needs of the new teacher and the Schools' context
- To help the NQT to build upon the knowledge, skills and understanding developed in initial teacher training and to work towards successful completion of the statutory induction period.

BROAD GUIDELINES FOR THE INDUCTION

- Upon entry to the school the NQT will be assigned a named Induction mentor (usually the Induction leader) who will oversee the whole induction process including assessment
- The NQT will be given all planning material and resources including long term plans, QCA plans and school policies
- The NQT will be given guidance and support by their mentor during regular support sessions arranged not less than once a week initially and thereafter as required
- The NQT will be observed by the mentor at least once per half term over the induction period to assess and support skill development
- Assessment sheets will be filled in at the end of each term and sent to the LEA
- At the end of the year the induction mentor will make recommendations to the Head as to whether the induction period was successfully completed and report this on the relevant form to the LEA

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- The NQT will receive 10% non-contact time to be spent on an induction programme drawn up by the induction mentor according to the specific needs specified in the Career Entry Profile, including observations of key members of staff and some observations by key members of staff
- In all cases the first point of contact for the NQT will be the induction mentor who is there to support the NQT in all aspects of starting a career in teaching.

RECRUITMENT AND INDUCTION OF VOLUNTEERS

The Schools take a positive view on the appointment of volunteers. Although the Schools are not legally required to record volunteers on the central register, they choose to do so to demonstrate regard for safeguarding.

Volunteers should have an informal interview with the Head, satisfy an Enhanced CRB disclosure and provide two references. It is useful to note on the central register that no concerns have been raised by others in the relevant School community.

Volunteers do not require a full induction programme but should be familiar with the safeguarding policy and receive adequate training/support with this regard.

RECRUITMENT AND INDUCTION OF PERIPATETIC STAFF, COACHES, SELF EMPLOYED STAFF UNDER CONTRACT AND STAFF WHO WORK AT THE SCHOOLS BUT NOT DIRECTLY FOR THE SCHOOLS

The groups of staff listed above should undergo the same checks as 'employed' staff, although peripatetic staff may sign a simple medical declaration form available in the recruitment file which is held in the Schools' office.

In the case of outsourced staff such as those working for Chartwells, the employees details should be stored on the central register and although the Schools will not be directly involved in the recruitment process, they will satisfy themselves that the contracted employer operates Safer recruitment practices.

The Schools should conduct an induction programme for self employed/peripatetic and coach staff who work directly for the Schools.

A recruitment and induction file with all relevant paperwork can be found in the Schools' offices.

REPORTING CONCERNS

- If the Schools cease to use the services of any staff member, volunteer, student, peripatetic teacher or any other person because it is considered that the person is unsuitable to work with children, the Schools must report the matter to the Independent Safeguarding Authority promptly and in any event within 20 days in accordance with legal duty

This policy should be ready in conjunction with other policies relevant to Safeguarding and Child Protection such as

- Anti-bullying
- Safeguarding and Child Protection
- Safe Use of ICT
- First Aid
- Healthy eating
- Behaviour
- Health and Safety
- Equal Opportunities
- Staff/Pupil relationships
- Recruitment and Induction of staff
- Staff Code of Conduct
- Whistle blowing
- Supervision of pupils
- Self harm
- Missing pupils

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