



# Holmer Green Junior School

Inspire Enable Achieve



**Holmer Green Junior School**

***We inspire, we enable, we achieve. Together.***

## **HOLMER GREEN JUNIOR SCHOOL Safer Recruitment Policy**

**January 2026**

Written	Adopted by Governors	Review date	Responsibility
November 2025	January 2026	January 2027	COG/Head

—— ***We inspire, we enable, we achieve. Together*** ——

## **The Aim**

### **Is to**

- **appoint the best candidates to achieve the school's objectives**
- **ensure the protection of children and young people by making the necessary background checks on prospective employees**
- **promote a positive image as an employer**
- **reflect the diversity of the local community.**

### **This will be achieved by:**

- ensuring consistently high standards of recruitment practice
- adhering to the principles of equal opportunity/diversity throughout the recruitment process.

## **The Expectation**

### **The Governing Body will:**

- record in its terms of reference its overall procedures for appointing employees, including those functions that it delegates to the Headteacher or to the Headteacher and one or more governors acting together
- monitor the recruitment process for professionalism, cost effectiveness, quality of appointees and adherence to the principles of equality/diversity.

### **The Headteacher will:**

- appoint the best candidate to each post
- conduct the recruitment process in a professional way which promotes a positive image of the school
- ensure all recruitment literature is produced to a high standard
- adhere to the principles of equality/diversity
- make all necessary pre-appointment checks to ensure the protection of children and young people
- ensure confidentiality is maintained
- choose methods of selection that are appropriate to the nature of the post
- evaluate each recruitment campaign
- if the school has purchased the recruitment advertising and contracts services from the Human Resources Recruitment and Schools teams, send them the necessary documentation to enable them to perform these services

- if the school has not purchased the contracts service from the Human Resources Schools Team, send them copies of the following documents to enable the County Council to meet its statutory and regulatory obligations:
  - application form (except Voluntary Aided and Foundation schools)
  - references (except Voluntary Aided and Foundation schools)
  - contract of employment
- if the school has not purchased the contracts service from the Human Resources Schools Team, send the necessary documentation to the Payroll Section (or other payroll provider), and to the Teachers' Pay and Pensions Team in the case of teacher appointments
- contact the Human Resources Schools Team for advice if it appears that any applicant may have made a fraudulent claim in connection with their application for employment.

### **Reference documents**

Department for Education and Skills "A Guide to the Law for School Governors"

Advisory, Conciliation and Arbitration Service "Code of Practice on Recruitment and Selection"

Criminal Records Bureau "Your Guide to Completing the Disclosure Application Form"

## **What the law requires**

### **Education Reform Act 1988**

The County Council is the legal employer of employees in Community and Voluntary Controlled schools, but the Education Reform Act 1988 passed to governing bodies the power to make decisions about their recruitment and appointment.

In *Voluntary Aided and Foundation schools* the Governing Body is the employer (not the County Council) and has full employer responsibilities under employment law but may agree to accord advisory rights to the Chief Education Officer and, in the case of Voluntary Aided schools, the Diocesan Director of Education. Further information is available from the Chief Education Officer and, for Voluntary Aided schools, the Diocesan Director of Education.

### **The School Standards and Framework Act 1998 ...**

has largely replaced previous legislation on school governance, including staffing matters (see Part II Chapter V, together with Schedules 16 and 17). These matters are explained in "A Guide to the Law for School Governors", published by the Department for Education and Skills, a copy of which is available in schools.

The Governing Body will decide how many teaching and support employees to employ at the school and the hours of work of part-time employees, subject to the constraints of the school's budget and consideration of advice from the Headteacher, and possible advice from the County Council. The hours of work of full-time employees will be as laid down by the appropriate national or local provisions. The actual times when they will be required for duty will be as prescribed by the Headteacher/Governing Body.

In Voluntary Aided schools, the Governing Body may give preference to any candidate for a teaching post whose religious opinions are in accordance with the tenets of the religious denomination of the school; who attends religious worship in accordance with those tenets; or who gives, or is willing to give, religious education in accordance with those tenets.

Voluntary Controlled schools must have a certain number of "reserved" teachers, who are selected for their fitness and competence to give religious education in accordance with the school's trust deed or with the tenets of the school's specified religion or religious denomination, and are specifically appointed to do so.

### **The Education Act 2002 ...**

enables the Secretary of State to make regulations, supplemented by statutory guidance, on the appointment of employees. (Information on the detail of this is awaited.)

### **The Employment Rights Act 1996 ...**

specifies the details employers must include in a written statement of terms and conditions of employment for each employee, within eight weeks of starting work. (These details are included in the contracts of employment that are prepared by the Human Resources Schools Team.)

### **Sex Discrimination Acts 1975 and 1986 (as amended)**

### **Race Relations Act 1976 (as amended)**

These acts:

- prohibit direct or indirect discrimination on grounds of race, gender, colour, ethnic origin or marital status
- may also preclude employers from restricting the qualifications they accept to those gained in the UK
- allow an exemption where an applicant's race, gender or marital status is a genuine occupational qualification for the post. (The Headteacher is advised to obtain professional guidance before designating a post as exempt from the discrimination acts on the grounds of "genuine occupational qualification".)

### **The Disability Discrimination Act 1995 ...**

- makes it unlawful to discriminate against disabled people but, unlike sex and race discrimination, an employer may take account of a person's disability when considering offers of employment, terms of employment, promotion, training or other benefits **providing** the reason for any less favourable treatment:
  - is justifiable
  - is material and substantial
  - relates directly to the individual circumstances in question
- requires employers to make "reasonable adjustments" to the working arrangements of disabled people. This could include:
  - making adjustments to premises, equipment, duties and working hours
  - providing special support, training and facilities
- less favourable treatment of an individual cannot be justified when the employer has failed to consider/make a reasonable adjustment without good reason.

### **The Trade Union and Labour Relations (Consolidation) Act 1992 ...**

makes it unlawful to discriminate on grounds of membership or non-membership of a trade union.

### **The Rehabilitation of Offenders Act 1974 ...**

prohibits discrimination in employment against individuals with "spent" convictions within limits set by the:

- severity of sentence, and
- period elapsed since the sentence was passed.

People being considered for work in schools are exempt from the act and are subject to disclosure of their criminal record because the post will involve one or more of the following:

- substantial access to children, the physically and mentally ill, and the disabled
- access to substantial sums of money or property
- contact with the public (especially children/vulnerable adults).

#### **The Police Act 1997 ...**

enables employers to check with a central national service, the Criminal Records Bureau, whether prospective employees:

- have a criminal record
- have been included on lists held by the Department for Education and Skills and the Department of Health of people considered unsuitable for work that involves regular contact with young people under the age of 18.

#### **Protection of Children Act 1999**

#### **Criminal Justice and Court Services Act 2000**

These acts make it an offence for an employer to offer employment that involves regular contact with young people under the age of 18 to anyone who has:

- been convicted of certain specified offences (information about which can be obtained from the Human Resources Recruitment Team)
- been included on lists of people considered unsuitable for such work held by the Department for Education and Skills and the Department of Health.

#### **The Asylum and Immigration Act 1996 ...**

makes it a criminal offence for any employer (and the responsible manager) to employ an immigrant aged 16 or over who does not have permission to work in the UK.

#### **The Data Protection Act 1998 ...**

requires those who hold personal records on job applicants, whether computerised or manual, to be registered with the Information Commissioner; and permits individuals to have access (on request) to any such records about themselves.

#### **Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999 (as amended)**

The Modification Order requires all of an employee's continuous service, both within local government and with a list of other public sector bodies, to be counted in working out the employee's continuous service date for the purposes of:

- redundancy
- pension (if a member of the scheme), and
- termination on grounds of the efficiency of the service.

Continuous service is broken by any periods of:

- unemployment, or
- employment not within local government or any of the other bodies on the list.

### **The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002**

Fixed-term employees are those employed under a contract that will terminate:

- on the expiry of a fixed term
- on the completion of a particular task
- on the occurrence/non-occurrence of a specific event (excluding retirement).

These regulations give fixed-term employees the following rights:

- right to be treated no less favourably than a comparable permanent employee in relation to any term of their contract including pay, pensions and any other benefits
- right to be treated no less favourably than a comparable permanent employee by being subject to any detrimental act or omission
- right to equal access to training
- protection against unfair dismissal, detrimental treatment or victimisation for trying to assert any of their rights under the regulations. (There is no qualifying service for this)
- right to information about any vacancies the employer may have
- right to statutory minimum notice for short-term contracts of three months or less
- right to a written statement from the employer giving reasons for any alleged less favourable treatment. The employer must respond within 21 days. (Care should be taken, as the statement is admissible in evidence, and failure to provide adequate explanation may cause an employment tribunal to draw an inference of discrimination)
- right to become a permanent employee if employed under a series of fixed-term contracts for four years or more, unless extending the current fixed-term contract, or issuing another one, can be justified objectively. In calculating service for this purpose, any employment before 10 July 2002 is not counted.

When considering less favourable treatment it is possible to look at the overall package of employment conditions.

A fixed-term employee is therefore entitled to receive the same pay or contractual benefits as those given to comparable permanent employees or, where appropriate, a pro-rata proportion thereof. For example, fixed-term employees on six-month contracts should get half the annual leave received by permanent employees.

## **The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 ...**

give part-timers the same rights as full-time employees.

The regulations ensure that part-timers are not treated less favourably than comparable full-timers in their terms and conditions, unless there is objective justification. This means that part-timers are entitled to, for example:

- the same hourly rate of pay
- the same access to company pension schemes
- the same entitlements to annual leave and maternity/parental leave on a pro-rata basis
- the same entitlement to contractual sick pay
- no less favourable treatment in access to training.

### **Scope**

This procedure applies to all employees in schools with delegated budgets, other than Headteachers and Deputy Headteachers, once the Governing Body has adopted it.

A separate booklet, entitled “Selecting Senior Staff”, has been produced by the County Council’s School Improvement Service to provide detailed guidance on the appointment of Headteachers and Deputy Headteachers.

The procedure summarises the Headteacher’s responsibilities; and sets out the support provided by the Human Resources Recruitment and Schools teams, provided the school has purchased the recruitment advertising and contracts services.

The role of the employer is undertaken as follows:

- in Community and Voluntary Controlled schools with delegated budgets, the Governing Body acts as agent of Buckinghamshire County Council in undertaking the functions of the employer
- in Voluntary Aided and Foundation schools, the Governing Body is the legal employer.

### **Key points**

#### **The Headteacher will:**

- ensure that no applicant is treated less favourably on the grounds of ethnicity, nationality, gender, age, sexual orientation, religious beliefs<sup>1</sup>, HIV positive status or disability
- interview disabled applicants who meet the essential requirements on the person specification and make the “reasonable adjustments” required under the Disability Discrimination Act
- ensure there is appropriate budgetary provision for any post(s)

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<sup>1</sup> However, at Voluntary Aided schools religious considerations may be taken into account when appointing any teacher; and at Voluntary Controlled schools when appointing “reserved” teachers (see legal framework section of this document).

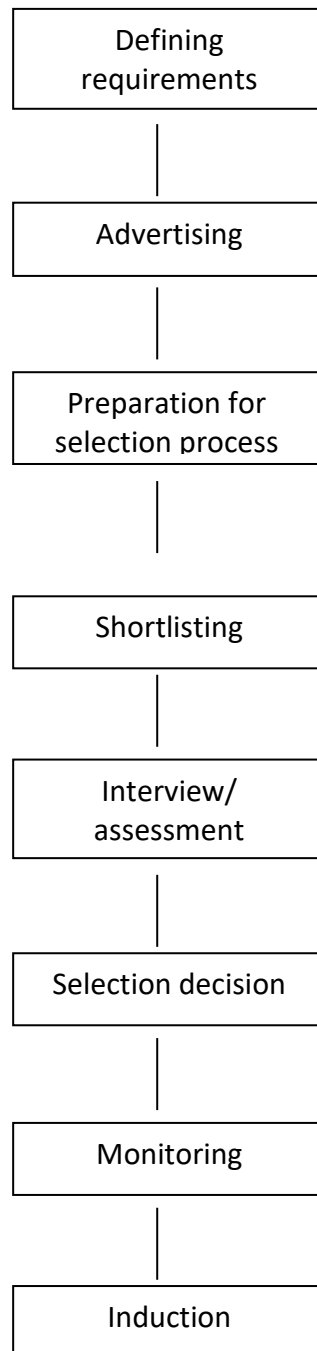
- review current and future work requirements
- review the job description and person specification
- for temporary cover, consider using:
  - the County Council's register of approved supply teachers (available on the schools' extranet)
  - the County Council's internal register of temporary administrative and clerical employees
  - the County Council's list of approved recruitment agencies

before advertising, consider interviewing any suitable employees on the County Council's redeployment register

- consider advertising the vacancy as a secondment opportunity
- ensure advertisements promote the image of the school, and are consistent with the job description and person specification
- ensure advertisements are followed up with appropriate and good quality information about the
  - post and school
- shortlist against the criteria in the person specification
- ensure the selection process is fair and the appointment can be justified objectively
- in residential special schools, consider using Warner interviews as an additional assessment tool. (See references section in the guidance notes. Advice is available from the County Council's Child Protection Officer)
- ensure a minimum of 2 oral references have been received before offering employment
- make any offer of employment subject to (where appropriate): criminal record check, medical clearance, qualification checks, immigration status and receipt of any outstanding written references
- ensure a written contract of employment is issued, to set out in detail the employee's terms and conditions of employment
- evaluate the cost-effectiveness of any recruitment campaign
- carry out equal opportunities/diversity monitoring and take effective action to address any issues raised by this
- plan, organise, implement and evaluate appropriate induction programmes for all employees; and probationary/induction reviews for relevant employees
- ensure appropriate support and training is given to employees during their probationary/induction period.

## Outline of procedure

Set out below is a summary of the key stages in the procedure.



## Defining requirements/ Advertising

### The Headteacher will:

Review the need for the job

- confirm budget provision
- review work requirements (school development plan)

Review job design

- review how the job is organised (e.g. temporary/agency cover, job share, full/part-time, secondment)
- review job description (see **Appendix 1** for recommended format and **Appendix 1A** for an example) and person specification (see **Appendix 2** for guidance on completion)
- for posts on Bucks Pay conditions of service, check whether the job needs to be evaluated/re-evaluated through the County Council's job evaluation scheme consider interviewing any employee on the redeployment register who meets the essential criteria on the job description and person specification, in accordance with the redeployment policy that has been adopted by the Governing Body
- consider media
- draft advertisement, including closing and interview dates (see **Appendix 3** for a copywriting checklist)
- consider asking Human Resources Recruitment Team to liaise with advertising agency to draft (or revise) advertisement. This service is included in the Human Resources recruitment service if given reasonable notice and straightforward advertisement
- seek guidance from the Human Resources Recruitment Team where a "genuine occupational qualification" or "positive action statement" might apply. Genuine occupational qualifications allow employers to advertise for applicants exclusively from an ethnic group or by gender. Positive action statements can be used by employers to positively encourage applicants from groups that are under-represented within the area where the vacancy exists
- e-mail **Schools Advertising Order Form (Appendix 4)** to Human Resources Recruitment Team, indicating required media, by the advertising copy deadline of 1.00 p.m. on Thursday in the week prior to insertion

### Support/guidance from Human Resources:

advice on job requirements and design

may hold copies of job descriptions and person specifications for support posts notifies Headteacher of any suitable internal candidates on the redeployment register on request, evaluates the post under the job evaluation scheme advice on copywriting/media advice on contents of recruitment information pack liaison with the County Council's contracted advertising agency to ensure an appropriate style is used, and takes advantage of media expertise and discounts advertises all notified vacancies in the school's vacancy bulletin and on internet sites processes invoices for adverts (or, for any school with a local bank account, forwards them to the school to process itself)

- prepare recruitment information packs and send them out in response to requests (see **Appendix 5** for a checklist of recommended contents)

## Preparation for selection process

### The Headteacher will:

- confirm interview panel and arrange shortlisting date
- make provisional interview arrangements (e.g. rooms, refreshments, timetable). Ensure the timetable allows sufficient time for:
  - questions from all panel members
  - questions from the candidate
  - panel members to record their individual assessments of the previous candidate
  - panel members to review the application form of the next candidate
- contact Human Resources Recruitment Team for guidance on selection tools, and to book a qualified test administrator for occupational tests where required
- arrange presentation materials if required
- ensure at least one member of interview panel has received training in recruitment, selection and equal opportunities/diversity
- ensure the following information is available:
  - salary scale for the post
  - note of current employees' salary points
  - key conditions of service
  - additional benefits applying to the post

### Support/guidance from Human Resources:

guidance/coaching on recruitment and selection process

guidance on the selection tools available, including in-tray exercises and occupational tests

## Shortlisting

### The Headteacher will:

- arrange for copies of application forms to be provided to shortlisting panel within 2 working days of closing date. Ensure the equal opportunities/diversity monitoring forms have been detached before the application forms reach the panel, as this information is not relevant to the individual's abilities
- decide the method by which candidate information will be measured against the criteria on the person specification
- decide the relative weightings of both the criteria and the selection method
- shortlist (with at least one other person) based on person specification and application form, within 4 working days of closing date
- inform candidates of any delay in shortlisting
- shortlist any disabled applicants who meet essential criteria on person specification
- record in writing reasons for shortlisting/not shortlisting. A recommended model **Shortlist Form** is attached (**Appendix 6**) for this purpose - and should be retained for 6 months, for use in the event of legal challenge
- orally advise internal applicants if they have not been shortlisted and offer feedback

### Support/guidance from Human Resources:

advice on shortlisting process

## Interview/assessment

### The Headteacher will:

- invite candidates to interview by letter - a recommended model is attached (**Appendix 7**) - with at least 5 working days' notice, wherever possible:
  - describing selection process (e.g. test, presentation) and specific job requirements (e.g. criminal record check)
  - asking candidates, where appropriate, to bring to interview for verification their original qualification certificates/QTS award letter
  - where candidates are not currently employed by Buckinghamshire County Council, or by the Governing Body of a Buckinghamshire Voluntary Aided or Foundation School, asking them to bring to interview for verification their original documents demonstrating their eligibility under the Asylum and Immigration Act to undertake paid employment in the UK (see **Appendix 7A**).

### Support/guidance from Human Resources:

guidance and coaching on interview process  
occupational/general testing service where required for posts in residential special schools, advice on the Warner interview process, once appropriate training has been undertaken (see section on references in the guidance notes for further information)

**The Headteacher will:****Support/guidance from  
Human Resources:**

[You may also be able to use this original document as part of the criminal record check process, if appropriate (see **Appendix 12**)]

- enclosing expenses claim form (**Appendix 8**)
- take up a minimum of two references – a recommended model reference request letter is attached (**Appendix 9**)
- confirm domestic arrangements for interview day (e.g. rooms, refreshments, reception)
- provide interview panel with interview pack which contains:
  - copies of application forms, job description and person specification
  - guidance on questioning techniques (**Appendix 10**)
  - **Interview Summary Forms** – a recommended model is attached (**Appendix 11**)
  - Information under the Asylum and Immigration Act on eligibility to undertake paid employment in the UK (**Appendix 7A**)
  - **Notification of Appointment Form (Appendix 14)**
- advise of any withdrawals and provide confirmed interview timetable the day before interview
- interview/test shortlisted candidates
- ensure the interview process
  - allows time for: questions from all panel members and candidates; panel members to record their individual assessments of the previous candidate; panel members to review the application form of the next candidate
  - describes working patterns
  - explains the circumstances of any fixed-term contract
  - explains specific conditions applicable to the post (e.g. criminal record check)
- in residential special schools, ensure the Warner interview process is followed, once appropriate training has been undertaken (see section on references in the guidance notes for further information)
- advise candidates when they can expect to hear the outcome of the selection process

## Selection decision

The Headteacher will:	Support/guidance from Human Resources:
<ul style="list-style-type: none"><li>● record details of candidates' interview performance. A recommended model <b>Interview Summary Form</b> is attached (<b>Appendix 11</b>) for:<ul style="list-style-type: none"><li>- the separate panel members to record their individual assessments of each candidate</li><li>- the panel chairman to record the final group assessment</li></ul></li><li>● ensure a minimum of 2 oral references have been received prior to making an oral offer of employment</li><li>● make an oral offer subject, where necessary, to:<ul style="list-style-type: none"><li>- criminal record check</li><li>- immigration status</li><li>- qualification checks</li><li>- medical clearance</li><li>- receipt of any outstanding written references no later than 5 working days after interview</li></ul></li><li>● agree proposed start date</li><li>● where necessary, ensure they have seen, checked and photocopied original documents belonging to the successful candidate as follows:<p><b>All posts</b> (where candidate is not currently employed by Buckinghamshire County Council, or by the Governing Body of a Buckinghamshire Voluntary Aided or Foundation School)</p><ul style="list-style-type: none"><li>- immigration status "evidence"</li></ul><p><b>Support posts</b></p><ul style="list-style-type: none"><li>- certificates for any qualifications stated as "essential"/"desirable" on person specification</li></ul><p><b>Teaching posts</b></p><ul style="list-style-type: none"><li>- letter from GTC (or predecessor) awarding QTS (unless exempt)</li><li>- certificates for all degrees/PGCE/all other postgraduate qualifications and retain these certified copies during the individual's employment at the school</li></ul></li><li>● give the successful candidate:<ul style="list-style-type: none"><li>- a Criminal Records Bureau disclosure application form, having completed section x (verification of identity) (see <b>Appendix 12</b> for guidance on process).</li></ul></li></ul>	<p>processes Criminal Records Bureau disclosure application forms, and notifies results of medical checks</p> <p>checks whether teachers are registered with the General Teaching Council for England, and whether any restrictions are in force against them</p> <p>for teachers who obtained Qualified Teacher Status after 7 May 1999, checks with the General Teaching Council for England whether the statutory induction period has been successfully completed</p> <p>sends out contract of employment within 4 weeks of oral offer of appointment</p> <p>prepares payroll form for teachers, notifies the Teachers' Pay and Pensions Team</p>

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[You may already have verified one relevant document during the Asylum and Immigration Act check process at the interview stage]

**The Headteacher will:**

**Support/guidance from  
Human Resources:**

- a medical questionnaire, having completed the top section, and the accompanying addressed envelope
- a bank account details form
- orally inform unsuccessful candidates
- confirm oral offer of employment in writing - a recommended model letter is attached (**Appendix 13**)
- chase any outstanding written references
- give feedback to internal candidates, and offer it to external candidates, within 3 working days of the successful candidate accepting the post
- advise joining instructions to successful candidate
- process interview expenses for unsuccessful candidates send **Notification of Appointment Form (Appendix 14)** to Human Resources Schools Team.

Attach copies of:

- application form
  - equal opportunities monitoring form
  - references
  - envelope containing Criminal Records Bureau disclosure application form (see **Appendix 12** for guidance on process)
  
  - interview expenses claim form
  - teacher's salary notification form (for teachers only)
- retain the interview records of all unsuccessful candidates for 6 months, and those of the successful candidate for the duration of their employment in the school

## Monitoring

<b>The Headteacher will:</b>	<b>Support/guidance from Human Resources:</b>
<ul style="list-style-type: none"><li>• carry out recruitment monitoring</li><li>• carry out equal opportunities/diversity monitoring, which will include analysis of the equal opportunities monitoring forms for all candidates</li><li>• review/evaluate effectiveness of recruitment process (e.g. media response rates) and hold information for future recruitment</li><li>• take effective action to address any issues raised by monitoring</li></ul>	enters the data from the equal opportunities monitoring forms on to a central database to enable completion of statutory returns and other analyses as required

## Induction

<b>The Headteacher will:</b>	<b>Support/guidance from Human Resources:</b>
<ul style="list-style-type: none"><li>• arrange induction for new starter</li><li>• monitor and review during statutory induction period (newly qualified teachers)/probationary period (support employees)</li></ul>	advice on application of procedures advice on handling difficulties arising from statutory induction period/probationary period

## **Introduction**

A professional approach to recruitment is key to the school's ability to raise standards and maintain effectiveness. The recruitment process is not only designed to attract and retain high calibre employees but is also a means by which the school can promote itself.

## **Equal opportunities/diversity**

Good recruitment practice will allow individuals to demonstrate ability regardless of race, gender, disability, age or employment status; and ensure a diverse workforce that reflects the local population. The eradication of subjective assumptions during recruitment is one of the most important steps towards equality of opportunity.

Monitoring is central to the effective implementation of the equal opportunities/diversity policies and action plans that have been drawn up by the Governing Body and the County Council. The collection and examination of monitoring statistics by the Headteacher both during and at the end of the recruitment process helps provide the information necessary to gauge the extent to which these policies and practices are succeeding, and identifies any action required. It will also provide the evidence which may be needed at an employment tribunal should a claim of discrimination be made.

Equal opportunities/diversity monitoring information is collected in two main areas. For existing employees this takes the form of workforce audits but for job applicants it occurs via the recruitment process. As schools conduct the recruitment process themselves for employees other than Headteachers and Deputy Headteachers, the responsibility for record keeping rests with the Headteacher.

Other than as a means of identifying the current position and monitoring progress, the collection of monitoring information is of limited value in itself. To be effective, monitoring information should be used as a basis for setting objectives for improvement and as a means of measuring the results.

For every recruitment and selection campaign at least one person involved should have received professional recruitment and selection training and will, therefore, be experienced in applying recruitment and selection procedures based solely on job-related criteria.

Further information is contained in the school's equal opportunities/diversity policy.

### **Defining requirements**

#### **Pre-advertising preparation**

Before any recruitment process begins, it is essential to undertake a detailed review of the existing job and future requirements. This exercise will assist in determining the criteria that will be used to assess candidates during the recruitment process.

Consider whether a straightforward replacement is required. A vacancy is an opportunity to:

- assess resourcing needs against the current school development plan
- re-assess priorities, objectives and roles within the school, anticipating future requirements.

The following questions can be considered:

- what changes are likely in the future which may affect the job requirements (e.g. budget reductions, new legislation)?
- are different skills or experience needed for future requirements?
- could the post be offered to an existing employee who needs redeployment?
- would this work be suitable as a secondment opportunity?
- could the work be redistributed (e.g. job share)?
- is the requirement full-time?
- is the post suitable for a newly qualified teacher who may be available through the Council's NQT brokerage scheme?

#### **Person specification**

The person specification translates the job description into a profile of the "ideal" individual. The person specification must reflect areas that are crucial to the performance of the job (essential criteria) but may also include areas, or attributes, which would be of further advantage to the performance of the job (desirable criteria).

The person specification embodies the criteria against which each applicant is to be measured. Therefore, to focus the recruitment process correctly, it is important to decide how each criterion is to be assessed. The method of assessment is a key element in linking the school's requirements to applicant suitability. Methods of assessment do not have to incur costs (as with personality questionnaires and some ability tests) but also include the development of appropriate interview questions to test competence against the person specification criteria. Including this in the planning process ensures that skills and qualities are assessed effectively and consistently across all applicants. This, in turn, is important in demonstrating compliance with equal opportunities principles.

**Guidance Notes**

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Since the job description and the person specification are the underpinning documents in the recruitment process, standard formats with checklists are recommended (**Appendices 1 and 2**) to ensure consistency and assist the recruiter.

**Defining requirements ...(cont)**

**Redeployment**

The Governing Body is required to identify suitable and reasonable alternative work rather than declare individuals compulsorily redundant, thereby both fulfilling statutory requirements and also setting an example of good employer practice by endeavouring to retain talented and knowledgeable employees.

The Recruitment Service maintains a “redeployment register” containing details of employees throughout the County Council who are facing compulsory redundancy. Information on suitable candidates on the redeployment register will be provided to Headteachers automatically by the The Recruitment Service, either before advertisements are placed or at the shortlisting stage.

If a candidate for redeployment meets the essential criteria on the person specification, you should consider interviewing them in accordance with the redeployment policy that has been adopted by the Governing Body. Where practicable, such priority candidates should be interviewed before an advertisement is placed, to avoid costs. If there are several redeployment candidates for the post, you should ensure that a full and fair interview process is conducted in accordance with the formal recruitment procedure. If a candidate is considered unsuitable, you should make detailed notes and offer feedback direct to the employee.

## **Defining requirements ...(cont)**

### **Secondments**

Secondments involve the voluntary movement of employees between jobs. They offer the opportunity to tap into skills, experience and talent already available, while providing a valuable development opportunity for the individual concerned.

Many secondments are arranged at short notice, for example to cover periods of sickness absence. Your Principal Adviser may be able to advise on the availability of suitable teaching candidates in other schools or Service areas.

The following criteria are key to successful secondment opportunities for both the individual and the school(s)/Service area involved:

- the secondment should run for between one and three terms, or longer, and should be full-time where possible
- it can be used to cover a vacant permanent position or for undertaking a specific project(s)
- a secondment can be a short-term sideways move and should enhance the skills and employability of the individual
- the seconded employee remains an employee of their originating school or Service area and returns to their former position at the end of the secondment.

If you are considering a secondment you should:

- promptly notify The Recruitment Service of any impending vacancy that may be suitably filled by a secondment, in order to ensure speedy action in advertising the opportunity. Ensure that a full job description and person specification is available for the post, as well as details of the length of the secondment
- in the case of a teaching vacancy, notify your Principal Adviser so that any potential candidates in other schools or Service areas can be identified
- if several candidates are interested in the secondment, ensure that a full and fair interview process is conducted in accordance with the formal recruitment procedure, and that the applicants' Headteachers/Governing Bodies/managers support their application
- ensure the decision on the selection of the candidate is documented in writing, including the time-frame for the secondment.

## Recruitment of Employees in Schools (other than Headteachers / Deputy Headteachers)

### **Guidance Notes**

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Access to secondment opportunities is through internal advertising, examples of which include the schools vacancy bulletin and e-mails. More detailed guidelines are available from the Human Resources Recruitment Team.

### **Defining requirements ...(cont)**

#### **Newly Qualified Teacher Brokerage Scheme**

If the post is suitable for a newly qualified teacher, you may wish to select a candidate who has applied through the County Council's NQT brokerage scheme. The Recruitment Service maintains a database of NQTs who have expressed an interest in working in Buckinghamshire. Using this route for filling a vacancy avoids the need for a costly recruitment campaign, while fulfilling the requirements for equality of opportunity in recruitment.

#### **Advertising**

It is important that any recruitment advertisement promotes the image of the school and attracts a number of suitably qualified candidates.

#### **Internal/External Advertising**

Once the vacancy has been reviewed (including consideration of existing employees requiring redeployment), a decision has to be made regarding whether to advertise the post internally or externally.

Vacancies in schools that have purchased the recruitment advertising service are advertised in a schools vacancy bulletin, compiled by The Recruitment Service, which is circulated to these schools. These vacancies are also advertised on the County Council's website. Posts should normally be advertised in this way as a minimum, in order to provide development opportunities for internal candidates. Exceptions may be made for short-term or casual support posts, where you may decide that using the school's internal notice board is sufficient.

However, a policy of advertising only internally tends to perpetuate the composition of the existing workforce and it is therefore recommended that posts are also advertised externally. This ensures that all posts are exposed to competition and that the maximum opportunity is given to finding the best person for the job.

You may also wish to advertise through Job Centres and to consider speculative applications.

#### **Advert Content**

Advertisement quality is crucial, as it will not only reflect the quality and attractiveness of the post but also of the school as an employer. Elements of documents such as the job description and person specification should be used to present an attractive advert geared to producing high quality applicants. A checklist for copywriting is given in **Appendix 3**. The County Council's approved advertising agency has experience of producing adverts in an effective format and is contracted to provide copywriting and editing services to schools that have purchased the

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recruitment advertising service. The Human Resources Recruitment Team can facilitate the use of these services.

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**Advertising ...(cont)**

The Recruitment Service is also able to advise on copy deadlines. Time needs to be allowed for final alterations before publication.

Care needs to be taken to avoid including in adverts any requirements that effectively reduce the chances of success for one particular group. These types of requirements are potentially unlawful.

However, in exceptional circumstances, when a particular gender has to be specified in an advert, you should check with the Recruitment Service. They will advise on the “Genuine Occupational Qualification” criteria as defined in the appropriate legislation (the Sex Discrimination Acts 1975 and 1986, as amended and the Race Relations Act 1976, as amended) and how this should be expressed in the advert.

**Media Selection**

Monitoring information from previous adverts will assist in cost-effective advertising. The Recruitment Service is able to advise on media selection.

**Cost**

Where possible, the County Council encourages the use of composite advertisements, which make maximum use of expensive newspaper space. The copy for a single vacancy within the composite should be brief and succinct, since it will appear with a number of other posts.

The Headteacher should still monitor response levels and quality of applicants to ensure effectiveness.

The budget for each recruitment campaign will be dictated by the status of the post but should not normally exceed 5 – 6% of the minimum salary for the post.

**Recruitment Information Pack**

Advertising should be followed up with well-presented information about the post and the school to enable prospective applicants to make an informed decision about whether or not to submit an application, and to help ensure that the most suitable candidates proceed with their application.

Potential applicants ideally need to know about:

- the school

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- the post
- the terms and conditions
- the benefits
- the process.

You need to agree the timetable for the recruitment process, including the interview date. You should also decide whether any relocation assistance scheme that has been adopted by the Governing Body should be offered to applicants. This information can then be included in the recruitment information pack.

**Appendix 5** provides a checklist of suggested items to include in the recruitment information pack, including:

- timetable for recruitment process
- interview date(s)
- details of relocation assistance if this will be offered
- details of when applicants will be able to assume that their application has not been successful (unless you intend to send individual letters to applicants who are not shortlisted).

You should ensure that at least one employee in the relevant area is briefed and prepared to answer queries from prospective applicants about the job.

**Preparation for selection process**

**Administrative arrangements**

You will need to:

- confirm the members of the shortlisting and interview panels. Each panel should comprise at least 2 members, with a suggested maximum of 3, to ensure a fair selection process while avoiding a waste of resources
- book interview/testing rooms of an appropriate size, and arrange refreshments
- ensure appropriate arrangements are made for any tests to be administered:
  - bear in mind that a trained tester may need to be booked in advance
  - arrange presentation materials if required (e.g. OHP, flipcharts, Power Point)
  - allow sufficient time in the interview programme for feedback to be given to the interview panel before each interview.

### **Choosing the selection method**

Many methods of selection are available, and not all are appropriate to every post. Each technique has its strengths and weaknesses and is likely to be suitable for recruitment to some posts rather than others. You should choose appropriate selection methods based on both the level and content of the post, using the person specification and the job description.

The two essential elements of any method are to select a successful candidate, and to present a positive and professional image of the school. If the selection strategy is pitched either too high or too low, then the candidate may not be predisposed to accept the offer of appointment. This may be a particularly important consideration when recruiting senior employees.

Advice is available from the Recruitment Service on the various methods of selection, which include:

- interviews (one or two stage)
- occupational tests of personality, aptitude or ability
- presentations
- group exercises
- in-tray or in-basket exercises
- written papers.

The most common forms of selection are the interview and occupational testing, which are covered in more detail in the following sections.

### **Occupational testing**

The use of occupational tests broadens the scope of the selection process to provide a more accurate and informed perception of candidates, by providing objective insights into their likely style of working and/or any particular attributes required in the post.

An occupational test is a test used in the world of work. Such a test aims to maximise the validity of the result by ensuring standardised test conditions, instructions, time, content, scoring and interpretation; and is used to measure individual differences in personality, aptitude or ability in an occupational context.

Examples include:

- tests of general reasoning ability such as verbal or numerical reasoning which are applicable to a wide range of jobs

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- tests of ability or aptitude for a particular task, job or profession
- tests of attainment such as typing
- comparative tests, which present a profile of the individual and have no right or wrong answers (e.g. personality tests and interest inventories)
- other practical tests, including in-tray exercises, group discussions, presentations, etc.

### Ethics

Candidates **must** be aware of any tests that will be conducted, what they are intended to measure and how they are relevant to the process and to job-related criteria. Consequently, if tests are to be used in a selection process, you will need to:

- inform individuals in advance, via the recruitment information pack, that they will be required to undertake an occupational test and brief them on the type of test. Where applicable, individuals should also be prepared with practice test items
- inform candidates of the duration of the test and whether it is a significant factor in the interpretation of results
- ask candidates if they have any special requirements as a result of a disability (e.g. colour blindness, partial hearing) and ensure that adequate arrangements are made to allow them to take the test
- ensure that candidates are provided with adequate seating, lighting and an environment free from interference
- advise candidates of the arrangements for feedback
- liaise with a trained tester, where necessary.

### Shortlisting

The shortlisting process aims to assess candidate details against the person specification criteria as objectively as possible, in order to select a manageable number of applicants for interview.

Shortlisting should occur as soon as possible after the closing date in order not to lose candidates through delays.

The process for shortlisting is as follows:

- involve more than one person
- compare details of each applicant to the person specification **not** to each other

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- apply “essential” criteria from the person specification in the first instance and only refer to the “desirable” criteria if the shortlist is too long for interview. It is recommended for cost-effectiveness that a shortlist should consist of no more than 6 or 7 candidates
- shortlist all candidates who have declared a disability and who meet the essential criteria on the person specification
- consider keeping any suitable applicants not selected for interview in reserve and sending them an appropriate holding letter
- advise internal applicants orally if they have not been shortlisted and offer feedback.

It is important to record the reasons for rejecting or selecting a candidate at the shortlisting stage: use of the form attached at **Appendix 6** is recommended. You will need to retain the form, along with all other paperwork, such as rejected application forms, for 6 months. This information will be essential in the event of individual queries or, more importantly, a complaint. Should the volume of applicants render this impractical, it is suggested that application forms are “batched” in blocks according to reason for rejection. Examples of these reasons may include:

- lack of relevant/professional qualification
- lack of experience at appropriate level
- lack of relevant previous experience (e.g. employee supervision)
- lack of relevant skills (e.g. word processing).

The clear, carefully researched criteria in the person specification (agreed prior to advertising) facilitate objective decision-making and speed up the shortlisting process. New criteria should not be introduced once applications have been received.

The involvement of more than a single person in the shortlisting process will reduce the risk of personal bias or stereotyping affecting the decision-making process. There is a danger that the judgement of a single individual may result in a workforce being perpetuated to reflect that individual’s preferences, rather than representing a balanced range of abilities to perform the job. It is important to encourage applicants from across the whole range of the candidate population, in order to build teams with diverse skills and abilities.

Crucial equal opportunities/diversity considerations are inherent within the shortlisting process. You should:

- use application forms solely to obtain information about the applicants’ ability to do the job

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- ensure that the equal opportunity monitoring forms are removed from the application forms before they reach the panel, as this information is not relevant to the individual's abilities.

Monitoring helps to identify any potential limitations in the recruitment process for under-represented groups. Advice is available on this issue from the Recruitment Service Team; and it should also be covered in the school's equal opportunities/diversity policy.

**Interview/assessment**

Letters to candidates should:

- outline the format for the selection process
- give adequate notice of date of interview
- provide details of location (if appropriate).

The purpose of the interview is to use the application form information and person specification criteria to create a structured interview format, in order to gather relevant and consistent information about each candidate.

### **Interview/assessment ...(cont)**

A two-stage process allows the involvement of a number of individuals in the decision-making process:

**Preliminary interviews** may involve a larger number of candidates in brief but focused interviews. This will highlight the more suitable candidates without wasting expensive resources on unnecessary testing or exercise assessment. Alternatively, the preliminary stage could involve a written exercise to test knowledge of a particular area, instead of an interview - provided this can be linked to the criteria on the person specification.

**Second interviews** may be longer in duration and may involve more complex selection tools (e.g. occupational testing, presentations, tours, etc.). Consequently, the second interview stage is an opportunity to provide the panel with a greater range of perspectives on the candidate.

It is important to plan and arrange the interview environment properly. Attention to detail in this area may be the deciding factor in determining a candidate's positive perception of the school as a potential place of work. You should consider:

- a room for interviewing
- control of interruptions (e.g. telephone)
- coffee or other refreshments
- a co-ordinator who has been briefed on the interview timetable, is available to welcome candidates, ensures that the candidates know what is happening, can fill in any unexpected gaps in the programme, provides coffee/ organisational literature and generally looks after the candidates.

The last point is particularly important in more complex selection processes, which consist of tours, exercises, tests **and** interviews.

### **Pre-interview planning**

Planning ensures that the interviewers focus on information relevant to the criteria defined for the job on the person specification. It gives them confidence, maximises the use of time available and ensures that all relevant areas are covered. Fully prepared interviewers can then concentrate on the applicant's responses rather than thinking ahead to the next question.

Preliminary communication between the members of the panel is essential to ensure a balanced, controlled approach to the interviews and effective debriefing sessions. You should meet with the rest of the selection panel, ideally the day before the interviews, so that there is

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sufficient time to draw up a clear plan with an opportunity to review it before the actual interviews.

### **Interview/assessment ...(cont)**

The interview plan may consist of any of the following:

- notes of key points for questioning
- highlighted areas on the application form that need to be followed up
- the person specification criteria to which the above relate
- planned questions, which are linked back to the person specification.

You should agree on the marking scheme to be used, and discuss the structure of the interviews and individual roles, to ensure that the interview plan is applied consistently to all candidates.

During the interviews it will be important to create opportunities to bring out evidence of actual behaviour that is relevant to the person specification. Therefore, in conjunction with the person specification, you will need to identify key questions to ask candidates. It may be helpful to refer to the questioning techniques described in **Appendix 10**.

You should ensure you have to hand:

- key conditions of service and benefits
- relevant salary scales
- copies of references.

### **Interview atmosphere**

The most productive interviews are conducted in a relaxed and open manner. Interviewers need to be open-minded and receptive, to encourage the two-way discussion that will provide valid information on the key criteria. For the candidate, the interview should be a constructive experience, which leads to the best decision for both parties.

The candidate should always leave with a favourable image of the school, whatever the outcome of the discussion. The interview panel should allow sufficient time not only to ask open and challenging questions, so that the candidate feels they have a fair opportunity to present themselves, but also to deal thoroughly with any questions from the candidate.

### **Interview sequence**

This is a very flexible area and most interviewers develop their own approach with experience. However, for less experienced interviewers it helps to approach the applicant data in a chronological sequence, i.e.

- background
- education

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- previous jobs
- current position/ future aspirations.

### **Interview/assessment ...(cont)**

This gives the interviewer the opportunity to open on relatively neutral subjects and to get the candidate talking freely by the time they come to talk about their current or most recent job. It also provides a logical pattern for both parties.

You should ensure you obtain satisfactory explanations for any gaps in employment. If you require further clarification of a registered teacher's previous employment history, the General Teaching Council for England may be able to confirm details.

Discussing the job for which the candidate is applying is best introduced **after** the above areas of questioning. This enables the interviewer to pitch the description of the post to what they now know of the candidate's background and likely feelings or concerns about the post.

You should encourage candidates to ask questions at the end of the interview and ensure they are clear about the next stage of the process.

### **Pacing the interview**

As a general principle the candidate should be responsible for 80% of the conversation in an interview. The interviewer is responsible for ensuring that comparable information is obtained from each candidate in the time allocated and must therefore control the pace of the interview.

Accurate pacing can be achieved by establishing a rough timetable for each section of the interview, and by moving a candidate on when sufficient information has been given for each section. A polite and effective interjection may be: *"Thank you; that's useful. I'd like to move on now to ....."*.

### **References**

References are critical in the recruitment and selection process as a factual check on work or educational history. They can also provide useful information for assessing suitability for a post **if targeted correctly**.

A recommended model reference request letter is attached at **Appendix 9**. You should relate the reference request to the requirements of the job as far as possible by sending out the job description and person specification with it.

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You should take up references for all posts prior to interview, unless the applicant indicates on their application form that they do not wish this to be done. Testimonials or open references provided by the candidate are not acceptable.

Offers of appointment must only be made once a minimum of two oral references have been obtained. One of the references must be from the current or most recent employer (if applicable). If the individual has been an employee of a school in Buckinghamshire or of the County Council previously, one of the references must be obtained in relation to the most recent such post, irrespective of its nature. If a candidate for a teaching post is not currently employed as a teacher, it is advisable to take up an additional reference from the school, further education institution or local education authority at which they were most recently employed in a teaching capacity. Appropriate referees must be contacted where an applicant has no previous work experience.

Oral offers of employment “subject to satisfactory references” should only be made in exceptional circumstances. This is a complex area in terms of employment contracts and therefore you are strongly recommended to obtain advice from the Recruitment Service.

Employees who are responsible for recruiting employees in residential special schools are advised to take account of the recommendations outlined in the **Warner Report**. This report recommends that employers should reserve the right to obtain references from **all** previous employers **before** shortlisted candidates are formally interviewed. This allows an opportunity to follow up at interview any queries that are raised by the references. Referees should be asked to provide specific information relating to the person’s characteristics, which make them suitable to undertake the role and to work with children. The Warner Report recommends that appointments should only be made when:

- there are no concerns about the candidate’s employment history
- there is no evidence of outstanding disciplinary proceedings or allegations which might cast doubt on the individual’s suitability to work with children
- references confirm the candidate’s suitability to work with children
- the candidate has demonstrably met the selection criteria, assessed through properly constructed selection processes
- all checks have been received and are satisfactory.

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Always obtain consent from the candidate to approach referees - **never** approach any referee without prior permission from the individual. Provision for obtaining permission is made on the standard application form that is recommended for use by schools.

References should be obtained for internal candidates in the same way as for external candidates, as outlined above, to ensure consistency of information to the interview panel and equity of treatment between internal and external candidates.

### **Interview/assessment ... (cont)**

Always record references given by telephone, including details of:

- the date of the conversation
- the individual giving the reference
- the content of the conversation.

Ensure that the recorded reference, together with the subsequent written confirmation, is forwarded to the Human Resources Schools Team, along with the other recruitment documentation, to be placed on the individual's personal file (except Voluntary Aided and Foundation schools that have not purchased the contracts service).

### **Selection decision**

As soon as possible after interviewing each candidate, each member of the interview panel should make a written assessment of that candidate's performance against the person specification. This allows them to clarify their thoughts objectively, in readiness for the subsequent group assessment of all candidates. A suggested model form to use for this purpose is attached at **Appendix 11**.

When all the candidates have been interviewed, and all the individual assessments have been made, the panel should have a full discussion of each candidate in turn, with contributions from all members of the panel. The panel needs to keep a record of the reasons for selecting the successful candidate. A suggested model form to use for this purpose is attached at **Appendix 11**. (This form may be used for both the individual assessments and the final group assessment.) It is essential to keep such interview notes in order to substantiate the selection decision, as this may be challenged at a later date.

The inability to make an appointment could be an indication that the appropriate groundwork has not been carried out in the earlier stages of the process, namely:

- determining clear and detailed person specification criteria
- deciding the method(s) by which candidate information will be measured against them
- deciding the relative weightings of both the criteria and the selection method(s) prior to the interviews.

If you have been unable to appoint, you may wish to contact the Recruitment Service for advice.

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### Appointment offer

Assuming a successful outcome, it is important to inform all relevant parties as quickly as possible, to facilitate a timely offer of employment and to prevent any danger of losing the favoured candidate.

For employees other than teachers you will need to consider the appropriate salary level, taking account of relativities with existing employees, options for future progress and budget considerations.

An oral offer of appointment forms the start of a legally binding contract of employment with the prospective employee. Once an offer has been made and accepted, and any conditions have been met, a withdrawal by either party can result in a claim for damages. It is also important to note that once a contract is in place (whether oral or written) the Headteacher cannot vary the terms unilaterally and will need to obtain the employee's consent to any changes. The Recruitment Service is able to provide guidance on making offers of employment.

Before making an oral offer ensure you have a minimum of two oral references, including one from the current or most recent employer (if applicable) and, if the individual has been an employee of a school in Buckinghamshire or of the County Council previously, one in relation to the most recent such post, irrespective of its nature.

The offer is conditional on:

- medical clearance
- a satisfactory criminal record check (as described later in this section)
- confirmation of legal eligibility to undertake paid employment in the United Kingdom, in accordance with the Asylum and Immigration Act 1996 (you will need to see **original** documentary evidence as described later in this section)
- receipt of any outstanding written references
- satisfactory qualification checks (you will need to see **original** documentary evidence as described later in this section).

### Qualification checks

It is important to check the validity of the qualifications claimed on the successful candidate's application form by asking them to produce **original** documentary evidence. The letter that was sent to candidates confirming details of the selection process should therefore have asked them to bring original documents to interview, for verification, as follows:

### **Support posts**

- the relevant certificates, where particular qualifications are stated as “essential” or “desirable” on the person specification.

### **Selection decision ...(cont)**

#### **Teaching posts**

- the letter from the General Teaching Council for England (or one of its predecessor bodies) awarding Qualified Teacher Status, unless exempt from this requirement because overseas-trained or an unqualified teacher (e.g. instructor)
- the certificates for all degrees, for a PGCE where applicable, and for all other postgraduate qualifications.

N.B. The Council’s Teachers’ Pay and Pensions Team checks Qualified Teacher Status and the degree or PGCE on which the award of QTS has been based but this cannot be done, via the General Teaching Council for England, before the individual has actually taken up the post.

You will need to have seen, checked and taken photocopies of the original documents belonging to the successful candidate, before they leave the school. Please certify the copies “Original seen and verified by (your signature)”. You will need to retain these certified copies during the individual’s employment at the school.

If the successful candidate does not bring the relevant documents to the interview you will need to make your offer “subject to you producing acceptable evidence of the qualifications claimed on your application form”. Please confirm that this is outstanding in the appropriate section of the Notification of Appointment Form and the Human Resources Schools Team will include it in the contract of employment. You will then need to ensure that you have seen acceptable evidence, taken the necessary action as described above, and notified the Human Resources Schools Team that this condition has been met, before the individual starts work.

If you have any queries on this issue, please speak to the Recruitment Service.

### **Asylum and Immigration Act 1996: action required by the Headteacher at interview**

All employees appointed to posts in schools in Buckinghamshire need to comply with Section 8 of the Asylum and Immigration Act 1996 and produce **original** documentary evidence of their legal eligibility to undertake paid employment in the United Kingdom.

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Some candidates will already have met this requirement if they are currently employed by Buckinghamshire County Council, or by the Governing Body of a Buckinghamshire Voluntary Aided or Foundation School.

The letter that was sent to candidates confirming details of the interview process should therefore have asked appropriate candidates to bring an original of one of the acceptable documents to interview for verification (see **Appendix 7A**).

You will need to have seen, checked and taken a photocopy of the original "evidence" belonging to the successful candidate, before they leave the school. Please certify the copy "Original seen and verified by (your signature)". You will need to retain this certified copy during the individual's employment at the school.

If the successful candidate does not bring any evidence to the interview you will need to make your offer "subject to you producing an acceptable document to satisfy the requirements of the Asylum and Immigration Act". Please confirm that this is outstanding in the appropriate section of the Notification of Appointment Form and the Human Resources Schools Team will include it in the contract of employment. You will then need to ensure that you have seen an acceptable document, taken the necessary action as described above, and notified the Human Resources Schools Team that this condition has been met, before the individual starts work.

You may also be able to use this original document as part of the criminal record check process, if appropriate (see **Appendix 12**).

If you have any queries on this issue, please speak to the Human Resources Recruitment Team.

**Rehabilitation of offenders and criminal record checks**

These legislative provisions apply to all posts in schools. The purpose is to identify if an individual has a criminal history that makes them unsuitable for the type of work to be undertaken.

The Rehabilitation of Offenders Act 1974 is the specific legislation affecting ex-offenders' employment opportunities. Within strict limitations, it enables ex-offenders to allow their criminal record to become "spent". Spent convictions are those that would not normally need to be declared to an employer.

However, all posts in schools are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because potential risks arise from:

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- contact that the postholder will have with children, and also, for some posts,
- access to substantial sums of money or property.

Therefore, because posts in schools are regarded as “at risk” posts, information regarding **all** convictions, whether spent or unspent, is requested at the application form stage. Once the information has been obtained, it must be evaluated by the Headteacher to assess its relevance to successful performance in the post. The Headteacher should bear in mind the sensitivity and confidentiality of the information.

If it is evaluated as irrelevant, the information should remain confidential to the Headteacher. If it is relevant, however, the Headteacher is advised to contact the Recruitment Service for further advice. It may be the case that the individual is subsequently not shortlisted.

In the interests of the protection of children, headteachers are required to make further checks about the background of prospective employees before their contracts of employment are confirmed.

Some candidates will already have met this requirement if they are currently employed by Buckinghamshire County Council, or by the Governing Body of a Buckinghamshire Voluntary Aided or Foundation school.

Therefore, where necessary, you will need to give the successful candidate a Criminal Records Bureau Disclosure Form for completion, and it should be returned to you accompanied by any appropriate additional original documentation that you did not see at the interview itself.

You will then be able to verify the individual’s identity and to confirm on the form that you have done so (see **Appendix 12** for guidance on the process).

Requests for these checks are made through the Criminal Records Bureau which:

- consults its own records
- checks national and local police records
- obtains information from any police force where the individual has lived during the past five years. The police reports include information on past convictions, cases pending, recorded cautions and decisions not to prosecute where the circumstances of the case give cause for concern

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- checks the individual against the Department for Education and Skills' List 99 and the Department of Health's Protection of Children Act List, which are lists of people considered unsuitable to work in such settings as schools.

At the end of the checking process, the Criminal Records Bureau issues a "disclosure certificate" to both the prospective employee and the Recruitment Service. If the certificate reveals a positive police trace, the Recruitment Service will contact the Headteacher and advise whether this information is relevant to the prospective employee's suitability for the post.

### Notification to unsuccessful candidates

When the offer has been made, and accepted, inform unsuccessful candidates of the outcome orally, either by telephone or face-to-face, outlining the arrangements for feedback where appropriate. Internal candidates who have reached the interview stage should be offered a face-to-face debriefing in order to maintain motivation and facilitate future self-development.

### Administrative arrangements

You will need to complete a Notification of Appointment Form and return it to the Human Resources Schools Team (see **Appendix 14**). The support they provide includes:

- sending out a contract of employment, if the school has purchased the contracts service from them, within 4 weeks of the oral offer of appointment. The contract includes a statement of terms and conditions of employment which employers are required by law to issue to an employee within 8 weeks of starting work. The terms are set out in **Appendix 15**
- arranging for the Payroll Section to put the individual on the payroll, if the school has purchased the payroll service that is provided on behalf of the County Council.

In case the appointment is challenged, you will need to ensure that the interview records of all unsuccessful candidates are kept for 6 months, and those of the successful candidate for the duration of their employment in the school.

### Fixed-term contracts

A fixed-term contract is for a stated term and specifies an end date. The reason for the fixed-term contract is confirmed in the written contract statement. In most respects a fixed-term employee is treated in the same way as a permanent employee.

An employee who has been employed under a series of fixed-term contracts for four years or more will become a permanent employee unless extending the current fixed-term contract, or

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issuing another one, can be justified objectively. In calculating service for this purpose, any employment before 10 July 2002 is not counted.

The appointment of an employee on a fixed-term contract can only be justified in a limited number of situations. Examples include:

- to cover a vacant post while the recruitment process takes place
- to anticipate a change such as relocation
- to cover employee sick leave/maternity leave
- to undertake a short-term project, which may be externally funded (e.g. school amalgamation; school closure; introduction of a new computer system; curriculum development; employee development and training)
- to meet a short-term staffing need for a specific reason (e.g. to support a named pupil with special educational needs).

The improper use of fixed-term contracts will not only have legal consequences but can adversely affect the morale of the employees concerned, leading to lack of commitment and poor performance.

The school may wish to terminate a fixed-term contract at any stage before its natural expiry date – but such a termination would be a dismissal, so the normal dismissal procedures and legislation would apply, including use of the redundancy procedure where appropriate. Non-renewal of a fixed-term contract is also a dismissal and the employee will be entitled to a redundancy payment if they have two or more years' continuous service and the reason for non-renewal fits the definition of redundancy (e.g. the need for the work has ceased or diminished).

The law requires employers to inform employees on fixed-term contracts about all vacancies. When doing this, schools should contact the Recruitment Service, who may be aware of vacancies.

If a contract is renewed, or a different contract is offered, the terms and conditions of employment should be substantially the same (e.g. it would not be reasonable to offer 0.2 of a full-time equivalent post to an employee who had been working 0.6, as this would constitute a redundancy).

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Fixed-term contracts and their renewal is a complex area of employment law and the Human Resources Manager (Schools) or the Recruitment Service are able to provide guidance in this area.

**Monitoring**

An evaluation of the recruitment campaign is essential in order to identify strengths and problem areas, and make refinements in order to improve the process in the future, where necessary.

**Induction**

Once the offer has been made and accepted it is advisable to make preparations for the induction period as soon as possible. Colleagues must be briefed and involved in preparations for the new appointment in order to ensure that the new employee becomes effective in the minimum period of time.

**Statutory induction period for newly qualified teachers**

Newly qualified teachers have to complete, satisfactorily, a statutory induction period of three school terms (or equivalent) if they are to work in maintained schools, unless they are exempt from this requirement because they have trained overseas.

The Headteacher and County Council share responsibility for ensuring that appropriate support and training are given to the NQT during this period. Progress is monitored continuously, and recorded in writing at three formal assessments, normally towards the end of each of three school terms.

Ultimately, the County Council has to decide whether the NQT has met the statutory induction standards, on the basis of the Headteacher's recommendation, and reports the outcome to the General Teaching Council for England.

Detailed information on this area is contained in the document entitled "Notes of Guidance on Induction of Newly Qualified Teachers: Employment Implications".

**Probationary period for support employees**

Support employees are subject to a six-month probationary period. Progress is monitored continuously, and recorded in writing at two formal assessments, one after 10 weeks and another after 20 weeks. Dates should be arranged for the reviews well in advance of the meetings. It is helpful to have an open discussion of progress and any issues arising to ensure

**Guidance Notes**

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that problems are tackled at an early stage. Advice and support are available from the Human Resources Schools Team, particularly where initial review meetings indicate that satisfactory performance may not be achieved. The Headteacher will need to write to employees to confirm whether or not the probationary period has been completed satisfactorily.

<b>JOB DESCRIPTION GUIDANCE FOR COMPLETION</b>	
Designation:	The job title should ideally cover a group of like positions and identify common elements between them in order to avoid writing individual job descriptions for each employee.
Grade:	Self-explanatory. Any new or significantly changed support job should be submitted to the Human Resources Schools Team for a formal job evaluation
Responsible to:	Information concerning reporting lines, both upward and downward. It may be useful to attach an organisation chart to the job description in order to place the job in context.
Job Purpose:	Short synopsis of the main objectives of the post, which provides a clear picture of the nature of the job and why it exists.
Main Duties:	<p>A brief summary of current principal responsibilities. These should be grouped in key areas (e.g. administration, finance, etc.), with each area listed in sequence according to its overall priority within the job.</p> <p>N.B. It is useful to begin with what is done, with a brief explanation underneath of how and why. However, the approach will vary according to the level of the job and it may be useful to use a broad "Accountabilities" section for more senior posts.</p>
Notes:	If appropriate to the job, include details such as budgetary responsibilities and location.
<p><b><i>Always note the date of a job description for future guidance when reviewing the document.</i></b></p>	

## EXAMPLE JOB DESCRIPTION

### JOB DESCRIPTION

**Designation:** School Finance and Admin. Officer

**Grade:**

**Responsible to:** Headteacher

**Job Purpose:** To support the Headteacher with the provision of an effective financial and administrative service to the School – in accordance with School policies, as agreed by the Governing Body.

### MAIN DUTIES

#### Financial:

1. To manage and administer the Premier Finance package within SIMS ensuring information is entered, updated and maintained. This to include:
  - (i) administration of the School's Financial Plan; assisting the Headteacher with the development of budget headings and the subsequent review of same; adoption of expenditure profiles to avoid over/under-spend; and managing agreed journals between budgets;
  - (ii) production of orders, and the administration associated with invoices, for all necessary materials and equipment required by the School; to manage the School's debtor and creditor system and ensure that all procedures remain in line with agreed policies and financial regulations;
  - (iii) monitoring and updating of expenditure against the thresholds set; informing relevant cost-centres, summarising information and so enabling the regular review of the School's financial situation;
  - (iv) reconciliation of all accounts - liaising with colleagues at County Hall as necessary;
  - (v) maintenance of salary/wage information - dealing with enquiries from employees as and when necessary.
2. To be responsible for the administration of all matters associated with the School Fund, including:
  - (i) record keeping/reconciliation;
  - (ii) reimbursements;
  - (iii) income from school trips, photographs, music lessons, fund-raising events, etc.

3. To administer monies obtained through the Standards Fund against relevant budget headings.
4. To ensure that all necessary financial analyses are undertaken for the Headteacher, thereby providing information/advice to the Governing Body and its Committees regarding the general financial policy/financial position of the School.
5. To maintain an economic and effective purchasing practice in order to achieve value for money – particularly with regard to the supply of office supplies/equipment.
6. To administer the financial processes associated with the letting of the School site, its buildings and facilities. This to include: undertaking the necessary liaison with customers, invoicing and reconciling accounts - ensuring that appropriate records are maintained at all times.
7. To interpret and advise on relevant local/national financial policies which impact on the School.
8. To provide information - as necessary - for termly/annual audits.
9. To administer all issues associated with the School's insurance policies - including that for the cover of sickness absence.

**Administration:**

10. To provide secretarial/administrative support to the School, including:
  - (i) a full range of word processing and typing services;
  - (ii) a range of correspondence - on behalf of the Headteacher;
  - (iii) opening/delivery of post;
  - (iv) all communications via electronic mail.
11. To supervise the School's database for pupil and employee records using the STAR module of SIMS; ensuring that information is processed according to deadlines, and that the accuracy of the records is maintained at all times. Completion of any administrative/statistical returns and records requested by the Schools Service or the Department for Education and Skills.
12. To ensure that all documentation relating to new admissions and leavers is complete, including that relating to the transfer of pupils between schools.
13. To administer personnel/staffing matters, assisting with advertising and pre- and post-recruitment work - including: preparation of information packs, arranging interviews, seeking references, etc.
14. To administer the School's Attendance System, preparing and checking registers - liaising with parents as necessary.
15. To administer the necessary processes associated with 'Absent Parents'.

16. To ensure that visits by medical and dental practitioners are administered appropriately and that paperwork/procedures are complied with. To ensure that relevant facilities are made available and to liaise with practitioners accordingly.
17. To administer transport arrangements for trips or educational visits and ensure that the necessary liaison occurs with County Hall.
18. To provide a front-line reception service on behalf of the School. To ensure that all telephone callers and/or visitors receive a courteous and appropriate response and that, where necessary, messages are taken and referred accordingly. To ensure that all visitors, including parents and governors, receive appropriate hospitality.
19. To prepare materials for prospective pupils/parents.
20. To provide comfort and support to children and parents during periods of contact and to help promote a general feeling of well-being within the School.

**The duties of this post may vary from time to time, as required by the Headteacher, without changing their general character or the level of responsibility entailed.**

**Draw up the person specification and specify the method of assessment to be used for each criterion during the recruitment and selection campaign. Advice on selection techniques is available from the Human Resources Recruitment Team.**



## COPYWRITING CHECKLIST

### Promoting the Job

<b>The Attention Getters:</b>	Job Title – ensure this will be widely understood
<b>Refining Features:</b>	Salary/Location
<b>The School:</b>	Brief description of the school and how the successful applicant's work situation relates to it.
<b>The Job:</b>	Sufficient description of work to enable the reader to identify with it – stick to main points as detail will be in follow-up pack and keep to absolute minimum if job title is self-explanatory.
<b>The Requirements:</b>	<p>Description of the person you want: personal qualities, experience required, qualifications, etc.</p> <p>Use job description and person specification but not verbatim. Avoid long, boring, unattractive sentences and meaningless expressions such as “applications are invited” or “a vacancy exists” which are obvious and waste space.</p>
<b>The Incentives:</b>	Any fringe benefits (e.g. childcare vouchers).
<b>The Action:</b>	<p>Method of application including reference to further information and/or informal discussion (not to be used for pre-selection) – consider appropriateness in relation to seniority of post.</p> <p>The address.</p> <p>Closing date and appropriate reference.</p>
<b>Notes:</b>	<p>Always put yourself in applicant's position and think: “Would I want to apply for this job in this school?”</p> <p>Not all items will be required in every advertisement but consciously decide whether or not to include an item rather than accidentally leave it out – use imagination, the Recruitment Service and the advertising agency</p>



## ADVERTISING GUIDELINES

### **What is the procedure for getting an advertisement to the Recruitment Service?**

If you know which publication you wish to use and on which date you wish your advertisement to appear, complete the order form and e-mail or fax the order, including the advert text, to [advertising@buckscc.gov.uk](mailto:advertising@buckscc.gov.uk) or 01296 382075.

If you need advice or assistance please telephone one of the Recruitment Service on (01296) 382215 / 382075.

The Team will give your advertisement a reference number, discuss any copywriting or salary details with you, and forward it to the Council's advertising agency. For display and composite advertising, the agency will set the advertisement and send the Team a proof, which the Team will then check and approve with the agency.

Once the advertisement has appeared, for schools without local bank accounts, the Recruitment Service will receive an invoice from the agency, check the costs and arrange payment within 30 days of receipt. In the case of schools with local bank accounts, invoices will be sent directly to the school for payment.

### **How quickly will an advertisement appear?**

The majority of teaching adverts appear in the Times Educational Supplement or local newspapers, which are generally published weekly on a Thursday or Friday. In addition, all adverts will appear in:

- the Schools Vacancy Bulletin, which is distributed to schools, Job Centres, and libraries
- Buckinghamshire County Council's website: [Buckinghamshire Council Jobs | Find a job in Buckinghamshire](#)
- other relevant internet sites.

The Recruitment Service will require your advertisement by Thursday at 1.00 p.m. in the week prior to insertion (or Wednesday at 4.00 p.m. for the Leighton Buzzard Observer).

If, however, you have an urgent advert and the deadline has passed, please contact the Team on (01296) 382215 / 382075 for advice.

## **Why use the Recruitment Service?**

By using the Team you will:

- save on administrative time and fax/telephone costs
- benefit from negotiated discounted advertising rates
- receive media advice, copywriting, estimated costs and placement through a central source; also payment, if the school does not have a local bank account
- benefit from recruitment and selection expertise in the local and educational market-place.

All your adverts will also appear in the Schools Vacancy Bulletin and various internet recruitment sites.

## **How will the advertisement look?**

### **Lineage**

Lineage normally emphasises the first few words of the advert but there is no flexibility in type size or layout. The cost of a lineage advert depends on the number of lines covered by the advert. Headings take up more than one line. Proofs are not available for lineage adverts therefore it is not possible to agree costings prior to insertion.

### **Display with school logo**

With this style your advert is set by professional typesetters with the school logo. The Recruitment Service receives a copy of the advert for checking and approval prior to insertion.

### **Composite**

With this style your advert is set by professional typesetters under the Buckinghamshire County Council logo, along with adverts from the rest of the County Council. You may wish to include your own school logo within the composite advert. The Recruitment Service receives a copy of the advert for checking and approval prior to insertion.

## RECRUITMENT INFORMATION PACK CHECKLIST

### Remember “Help Candidates Select Themselves”

General information on Buckinghamshire County Council

General information on the work of the school

Organisation chart for the school

\* Outline key job details / job description

Conditions of service relevant to post (e.g. relocation assistance)

\* Application form with equal opportunities monitoring form

Outline of selection process, including timetable and method of assessment

Dates of interview

Details of selection criteria / person specification

How, and when, both successful and unsuccessful applicants will be informed

Details of expenses

\* School’s equal opportunities/diversity policy and details if interviews are guaranteed for disabled applicants who meet the essential criteria on the person specification

\* Indicates strongly recommended inclusions

## REFERENCE REQUEST LETTER

**(SCHOOL NAME)**

**PERSONAL AND CONFIDENTIAL**

*(insert name and address)*

**Date:**

Dear

### REFERENCE REQUEST

*(Insert)* has applied for the post of *(insert)* at this school and has given me your name as a referee.

I should be grateful if you would complete the enclosed form giving your opinion on the suitability of the applicant for this appointment. Copies of the job description and person specification are attached for your information.

Interviews will be held on *(insert)* and a reply as soon as possible would be much appreciated. I enclose a pre-paid envelope for your use or alternatively you may wish to reply by fax on *(insert)*.

May I take this opportunity to thank you in advance for your assistance, and I look forward to hearing from you shortly.

Yours sincerely

**Headteacher**



## **GUIDANCE ON QUESTIONING TECHNIQUES**

During an interview, the prime objective of bringing out evidence of actual behaviour will often be satisfied by asking simple, open questions and by probing until evidence has been obtained.

Most interviewers have their own personal favourite questions and there is no reason why they cannot be used provided the interviewer is clear on the information being sought and it is related to criteria on the person specification.

The guidance given here is split into four areas:

1. Equal opportunities danger areas
2. Emotive questions and statements
3. Examples of common interview questions
4. Examples of competency-based questions:
  - 4.i Strategic thinking
  - 4.ii Decision-making
  - 4.iii Initiative
  - 4.iv Influencing
  - 4.v Planning

The list is not intended to be exhaustive. It is intended to both identify some common “danger” areas of questioning which are irrelevant to selection and to also provide a variety of more useful alternatives which are designed to select on the basis of criteria.

## 1. EQUAL OPPORTUNITIES DANGER AREAS

Questions which contravene the school's equal opportunities policy are often asked in innocence with no sinister motive. However, these questions may be offensive to the individuals and focus on the fact that those individuals are different and may cause a problem according to the perception of the interviewee. The objective is to present the situation and ask how the individual feels without giving a value judgement in the question.

Good Practice	Bad Practice
<p>If unsociable hours or travel is expected for a particular post, ask questions focusing on that issue rather than questions that assume difficulties.</p> <p>e.g. "The job involves ..... How do you feel about that?"</p> <p>Avoid questions that focus on working with individuals of a different gender or race as this again assumes difficulties.</p> <p>e.g. If a uniform is involved which you think may conflict with religious beliefs, focus on the uniform and ask the candidate how they feel about it.</p>	<p>Do not ask questions which may discriminate against a particular group.</p> <p>e.g. "The job involves ..... Can you make childcare arrangements for that?"</p> <p>Do not directly refer to gender or race as a problem.</p> <p>e.g. "The uniform is..... Does that cause you a problem with your religion?"</p> <p>Never ask candidates, particularly female ones, about their marriage or family plans/commitments. This is <b>not</b> relevant to selection under any circumstances.</p>

## 2. EXAMPLES OF EMOTIVE QUESTIONS

In order to maintain an interview atmosphere that maximises the opportunities for obtaining quality information, it is useful to avoid the following questions.

- “You seem to have missed several things from the form”
- “I’m having difficulty in reading the form”
- “How was it you failed that exam?”
- “I would like to probe / dig into your background”
- “Time’s getting on a little”
- “Well, I think we’ve found out all we need to know”
- “Is that in fact true?”
- “Your experience is very limited .....

### 3. EXAMPLES OF COMMON INTERVIEW QUESTIONS

A very effective method for encouraging contributions from reticent candidates consists of asking questions, which are broad and open ended.

Examples

- “How do you feel about .....?”
- “Tell me a little about .....?”
- “Could you give me your impressions of .....?”
- “What are your views on .....?”

#### **Probing**

Candidates frequently give responses that seem incomplete, or appear to be “stock answers”. The interviewer must not hesitate to dwell on the topic, and draw out further information until entirely satisfied.

Examples

- “Tell me more about ....”
- “To what extent have you actually .....”
- “What exactly does that involve?”

#### **4. EXAMPLES OF SOME COMMON COMPETENCY - BASED QUESTIONS**

The following examples of competency-based questions are based on the Bucks Competencies. A full copy of these competencies is available from the Human Resources Schools Team. This type of question is extremely useful in the second stage of interviewing when a new perspective is often required to prevent repetition of the first interview. Please note this list is not intended to be exhaustive but it is intended to act as a “pick and mix” list, which you can add to as and when necessary.

##### **4.1 STRATEGIC THINKING AND PROBLEM SOLVING**

Strategic thinking is the ability to approach corporate issues with a broad view to identify essential elements and translate them into working solutions and to contribute to the strategic direction of the school.

Strategic thinking can be observed in the workplace in a tremendous variety of situations: in people’s reports, their performance at formal meetings and in informal conversation, as well as in the quality of their recommendations or solutions to problems.

Interviewers should look for the ability to ask probing questions, to identify the relevant information, to look at a problem or situation from several different points of view.

- What sorts of problems do you solve in your job? Can you tell me about a recent one in some detail? What was the problem? What options were there for the solution? Which options did you consider seriously and how did you make the final decision?
- What sort of problems do you like to solve? Why?
- What is the most complex problem you have ever had to solve? Why?
- What is the most complex problem you have ever had to solve? How did you set about it? What were the difficulties?
- When have you involved subordinates in problem solving? Why? Can you give me an example of when it worked?
- What’s the most difficult decision that you have ever had to make? Why? What were the factors? How did you go about it?

## 4.2 DECISION-MAKING

The ability to make decisions which optimise results.

Decision-making is one of the most important competencies in management. However correct the process of analysis may be, the final arbiter will be whether the decision was appropriate and how well the decision turned out. Someone with good judgement in decision-making can often be recognised by the quality of the decisions they make:

- Tell me about the best decision you have ever made. What were the alternatives? How did you decide between them? How did it turn out? Why was it a good decision?
- What is the toughest (or most important) decision you have made in the last year? Tell me how you went about it. What alternatives did you consider?
- What types of situation do you find easiest to weigh up? Which types do you find hardest? How do you go about it?
- Can you give me some examples of when you have judged well? Some examples of when you have got it wrong?
  - The person of sound judgement will also know when to admit that he/she is wrong, and will be prepared to learn from experience – so the interviewer should not necessarily discount candidates who admit to having made mistakes.
- What do you do if your judgement of a situation turns out to be wrong? Can you give me an example?
- How many people do you have working for you? How many of them did you recruit yourself? What criteria did you use? Please tell me about them now: which of them are you most pleased with and why?

### 4.3 INITIATIVE

The ability to spot and seize opportunities and to act without being told.

This competency is used to assess an individual's capacity to be a "self-starter" – whether in coming up with ideas of possible approaches to a task or in getting on with doing it. In this competency the emphasis is not so much on the quality of the ideas, more on the individual's willingness to come up with them.

- How often do business ideas come from you? Can you give me an example?
- Can you give an example of an important initiative that came from you recently, in any sphere. How did the idea come to you? How did you decide what to do? How did you set about making it happen?
- How do you get your work projects? Do you have the flexibility to generate some projects on your own? If yes, can you give me an example of one you have started already?
- List the new ideas and suggestions that you have made to your boss in the last 6 months. (The interviewer then picks one to explore in more depth.)
- Which of your ideas has been adopted in your school during the past year? How did you get it/them adopted? If none were, what ideas did you try to get adopted?
- How many projects have you started on your own this year? What prompted you to begin them?
- Can you think of some projects or ideas (not necessarily your own) that were sold, implemented or carried out successfully because of your own initiative?
- What ideas would you like to be seen implemented in your own organisation? Have you tried to sell these ideas? Do you need to sell them before implementing?
- How did you go about getting your last job?
- What did you do to get ready for this interview?
- Have you ever had a problem that appeared insurmountable, but that you sorted? Tell me about it. How did you solve it?

- **4.4 INFLUENCING**

The ability to persuade others to a particular course of action or viewpoint whilst respecting their concerns, motives or feelings.

Evidence of someone with a strong ability to persuade and inspire can be seen not only in meetings but in the quality of the individual line management: the really effective line manager will inspire their people to want to do things. The persuasive person will use a variety of different approaches: logic when it is most appropriate, conviction on other occasions and solid tenacity on yet others. The quality of persuasiveness can of course also be measured in the interview itself: is the candidate clear, talking with conviction; are you convinced by what they have to say?

- How easy do you find it to get other people to do what you want? Can you give me a recent example?
- Can you give me an example of an occasion recently when you persuaded your colleagues of your views. What was the issue? How did your views differ? What was your strategy? How did it work?
- What was the best idea you ever sold to your Headteacher, a colleague or a subordinate? Did they accept it?
- Describe your most satisfying (or disappointing) experience in presenting to and gaining the support of top management for an idea or proposal.
- How do you cope with situations of conflict?
- Have you ever influenced the way that a colleague thinks about something? What was the issue? How did you do it?

## 4.5 PLANNING

The ability to plan and deliver work efficiently. Many people are able to set goals effectively but have difficulty with the next stage of planning, the turning of goals into detailed plans for getting things done. People who are effective in this area will be skilled at breaking big tasks down into “bite sized chunks”, accurately predicting timescales and resources that will be required and also regular monitoring of progress.

- Tell me about a recent project that you have managed and how you structured it. How did you plan it? How did you keep track of all the tasks that you had to do yourself, what to delegate and what to contract out? How did you keep track of all the tasks that you had delegated? How close to deadline was the project completed? Why?
- What is your procedure in keeping track of matters requiring your attention?
- How do you schedule your time? Set priorities? How do you plan your daily activities?
- How do you make sure that everything happens as planned?
- Do you find that things need a lot of following up on? Can you give me an example?
- What methods do you usually use to keep yourself informed about what is going on in your area of responsibility? What reports do you use? What controls do you have?
- What changes have you made to handle delays in, or failure to meet, time schedules? Can you give me an example?
- How many people do you have working for you? How do you control their work? What kind of system do you have for keeping track of things delegated to them?

### INTERVIEW SUMMARY FORM

Post:

Date of Interview:

Name of Candidate:

Criteria	Rating (using method agreed by panel)	Comments/Evidence
Qualifications		
Knowledge & Skills		
Experience		
Competencies/ Key Abilities		
Other Requirements		

**N.B. This form is to be retained with the application form of an unsuccessful candidate for 6 months, and throughout the employment of a successful candidate.**

Signed: ..... Date: .....  
(Chairman of Interview Panel)



## CRIMINAL RECORDS BUREAU DISCLOSURE FORM PROCESS

Any queries, please telephone the Human Resources Recruitment Team on (01296) 382631

### Offer made to successful applicant

Recruiting Manager to request sight of original documents to confirm the identity and current address of the applicant. The number and type of documents that must be seen is determined by whether the applicant has completed Section E, signed their consent at Section H, line 69 and whether they can produce any document from Group 1 (see below). The rules are illustrated in the diagram on page 2.

#### Acceptable documentation

##### Group 1

- Valid Passport (any nationality)
- UK Driving Licence (either photo card or paper)
- Original UK Birth Certificate (issued within 12 months of date of birth)
- Valid photo identity card (EU countries only)

##### Group 2

- Marriage Certificate
- Non-original UK birth certificate (issued after 12 months of date of birth)
- P45/P60 Statement \*\*
- Bank or building society statement \*
- Utility bill (electricity, gas, water, telephone (inc mobile phone contract / bill))
- Valid TV licence
- Credit card statement \*
- Store card statement \*
- Mortgage statement \*\*
- Valid insurance certificate
- Correspondence or a document from: the Benefits Agency; the Employment Service; the Inland Revenue; or a Local Authority \*
- Financial statement (eg pension, endowment, ISA) \*\*
- Valid vehicle registration document
- Mail order catalogue statement \*
- Valid NHS Card
- Addressed payslip \*
- National Insurance number card
- Exam certificate (eg GCSE, NVQ)
- Child benefit book
- Connexions card
- Certificate of British nationality
- Work permit / visa \*\*

**\* documentation should be less than 3 months old      \*\* issued within past 12 months**

**Recruiting Manager to complete Section X of Disclosure Form and if required, the Table in Appendix 1 of the Disclosure Form. Please complete line 16 of Section X giving your name**

**and designation.**

Disclosure Form to be passed to applicant for further completion.



Applicant completes Section A-H  
(Line 69 of Section H is optional)



Applicant returns Disclosure Form for countersigning, marked Private & Confidential  
to:  
Lead Countersignatory  
Recruitment Team  
Buckinghamshire County Council  
County Hall, Aylesbury  
Bucks. HP20 1XA

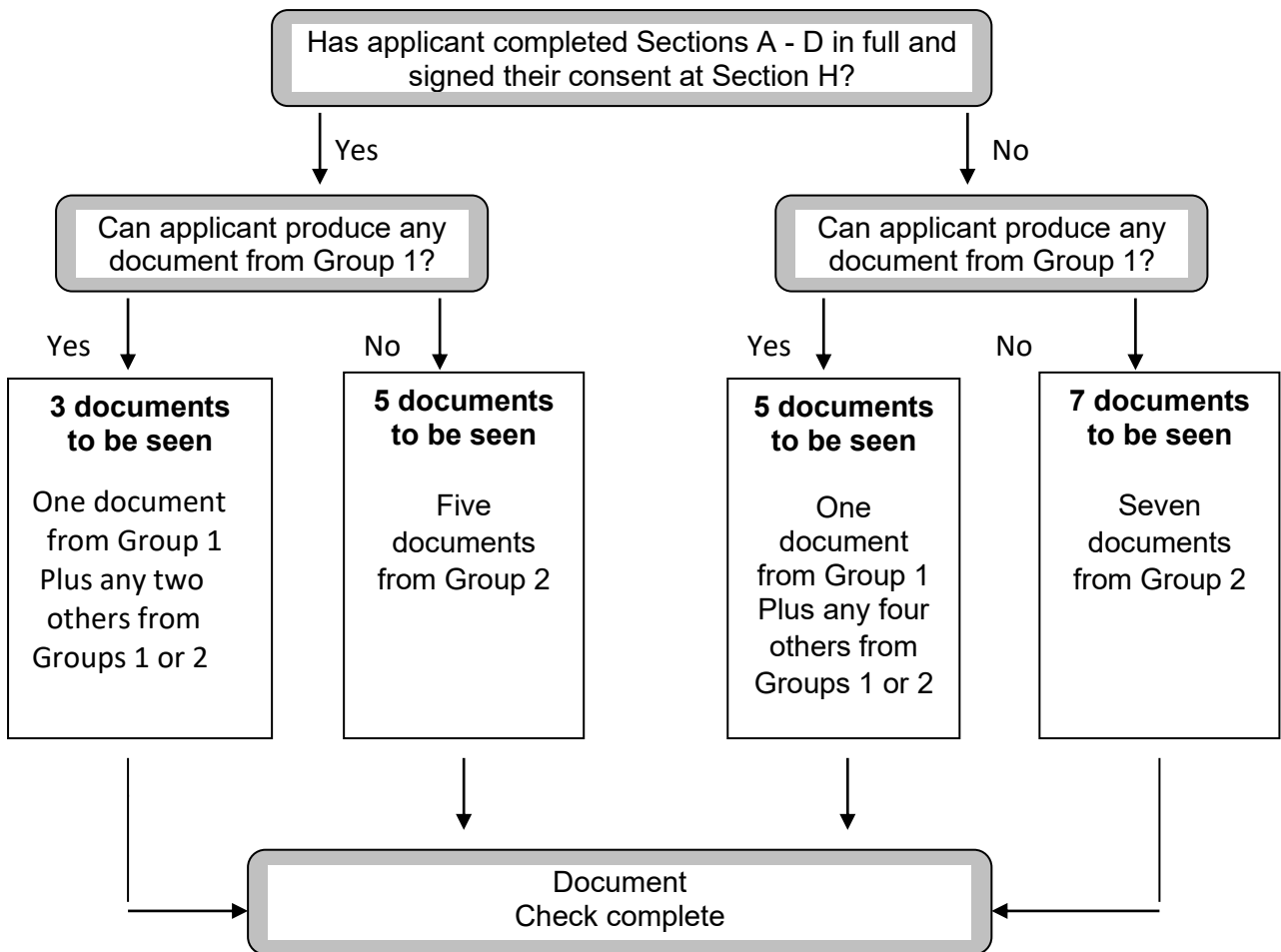


Recruitment Team forwards Applicant's Disclosure Form to the Criminal Records Bureau.



Certificate received back from Criminal Records Bureau  
Recruitment Team will contact the Recruiting Manager to notify outcome.

## WHICH DOCUMENTS SHOULD I SEE TO CONFIRM IDENTITY?



**Please note:** All documents must be in the applicant's current name. At least one document must show the applicant's current address and at least one document must show the applicant's date of birth. Please ensure the details in the documentation match those given on the application form.

## OFFER OF EMPLOYMENT LETTER

**(SCHOOL NAME)**

*(insert name and address)*

**Date:**

Dear

### **OFFER OF EMPLOYMENT TO POST OF *(INSERT)***

I am pleased to confirm my offer of employment to the post of *(insert)* at this school, commencing on *(insert)*. The offer of employment is subject to the following conditions *(insert as applicable)*:

- satisfactory qualification checks
- confirmation of legal eligibility to undertake paid employment in the United Kingdom, in accordance with the Asylum and Immigration Act 1996
- a satisfactory criminal record check
- medical clearance
- receipt of any outstanding satisfactory written references.

Full details of your terms and conditions of employment will be sent to you in due course.

### **Required Documentation**

Before commencing employment, you need to provide the following documents *(insert as applicable)*:

- **Qualifications**

Please let me have original certificates for *(insert for support posts: any qualifications stated as “essential”/“desirable” on the person specification)* *(insert for teaching posts: all degrees/PGCE/all other postgraduate qualifications, and the original letter from the General Teaching Council (or one of its predecessor bodies) awarding you Qualified Teacher Status)*. You may either bring the documents to the school office, for verification and return to you, or send them by post in the enclosed pre-paid envelope (in which case they will be returned to you by recorded delivery).

- **Asylum and Immigration Act 1996**

Please supply an original document that satisfies the requirements of Section 8 of the Asylum and Immigration Act 1996 by providing evidence of your legal eligibility to undertake paid employment in the United Kingdom. I have attached a list of acceptable documents.

You may either bring the document to the school office, for verification and return to you, or send it by post in the enclosed pre-paid envelope (in which case it will be returned to you by recorded delivery).

- **Disclosure of Criminal Convictions Application Form**

This post is subject to a criminal record check. Please complete the enclosed Disclosure Application Form Sections A to H in full. Section E of the form is optional; however, if you do not complete Section E this changes the requirements for confirming your identity (see table below):

Section H, Line 69 Signed	Section H, Line 69 Unsigned
<ul style="list-style-type: none"> <li>• Valid Passport or Photographic Driving Licence or Original UK Birth Certificate (issued within 12 months of date of birth) or Valid Photo Identity Card (EU countries only) and any two documents from the attached list</li> <li><b>or</b></li> <li>• Five documents from the attached list.</li> </ul>	<ul style="list-style-type: none"> <li>• Valid Passport or Photographic Driving Licence or Original UK Birth Certificate (issued within 12 months of date of birth) or Valid Photo Identity Card (EU countries only) and any four documents from the attached list</li> <li><b>or</b></li> <li>• Seven documents from the attached list.</li> </ul>

Please would you let me have your completed Disclosure Application Form, together with original documentary evidence of your identity as described in the above table. You may either bring the documents to the school office, for verification and return to you, or send them by post in the enclosed pre-paid envelope (in which case they will be returned to you by recorded delivery).

- **Bank Credit Request Form**

This form is essential to enable your salary to be paid and failure to return this to me immediately will delay payment of your salary.

- **Pre-Employment Health Questionnaire**

Please complete the enclosed questionnaire and send it to the Occupational Health Physician (using the pre-paid envelope provided) at Milton Keynes Occupational Health Service.

Congratulations on your appointment. I look forward to your joining the school and hope that you will enjoy working with us. On the assumption that all the above conditions have been met by then, please would you report to (insert) on your first day of employment and ask for (insert).

If you have any queries, please do not hesitate to contact me.

Yours sincerely,

**Headteacher**

## CONTENT OF THE CONTRACT OF EMPLOYMENT

The contract of employment provides the following basic information:

- the name of the employer and employee
- the date the employment begins
- the date the employee's period of continuous employment begins
- the scale or rate of pay, or the method of calculating it; the intervals at which the employee will be paid (weekly, monthly)

It also sets out<sup>1</sup> the employee's terms and conditions relating to:

- hours of work
- holiday entitlement (in enough detail to allow the entitlement to be calculated precisely)
- sick pay and requirements for reporting sickness and injury
- pensions and pension schemes
- the period of notice they must be given
- the title of the job or a brief description of the employee's work
- where the job is not intended to be permanent, the reason that the job is fixed-term, the period for which it is to continue and the date on which it is to end
- the place of work; or where employee is to work at various places, a statement of that fact and the address of the employer
- details of any collective agreement which directly affects the terms and conditions of the employment
- probationary period

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<sup>1</sup>Terms and conditions must be set out in full except those which cover:

- absence through sickness or injury
- pension schemes
- disciplinary rules and grievance procedure.

For these matters, the Headteacher may refer the employee to documents which are reasonably accessible and which they have a reasonable opportunity to read.