



RECRUITMENT POLICY

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Section 1: Recruitment and Selection Policy for Campbell Harris

1. Policy

1.1 Summary

1.1.1 This Recruitment and Selection Policy has been produced in line with “Safeguarding Children and Safer Recruitment” document which came into force on 1st January 2007. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

1.2. Recruitment and selection policy statement

1.2.1 The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

1.2.2 The College is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the College’s performance and fundamental to the delivery of a high quality service.

1.3 Purpose

1.3.1 To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

1.3.2 To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

1.4 Scope

1.4.1 The policy applies to all employees and governors responsible for and involved in recruitment and selection of all College based staff.

1.5 Aims and Objectives

1.5.1 To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process

1.5.2 To ensure a consistent and equitable approach to the appointment of all College based staff.

1.5.3 To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.

1.6 Principles

1.6.1 The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service

- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member should have received training on the recruitment and selection process through the NCSL online training package or by attending an LA workshop on Safer recruitment.
- Selection should be based on a minimum of completed application form, shortlisting and interview
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

2. Equal Opportunities

2.1 The College is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The College acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

3.1 Safer Recruitment – Recruitment and Selection Training

3.1.1 It is a requirement that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process.

4. Pre-recruitment Process

4.1 Objective

4.1.1 The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the College. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

- Leave a positive image with unsuccessful applicants
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

4.2 Application Form

4.2.1 A standard application form should be used to obtain a common set of core data from all applicants

4.3 Job Description and Person Specification

4.3.1 An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

4.4 References

4.4.1 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee.

4.4.2 Ideally, references should be sought on all short listed candidates and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

5. Interviews

5.1.1 The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face-to-face interview even if there is only one candidate.

5.2 Interview Panel

5.2.1 Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

5.2.2 The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in Colleges should have undertaken the training 'Safer Recruitment')
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

5.2.3 Where a candidate is known personally to a member of the selection panel it should be declared before short listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

5.3 Scope of the Interview

5.3.1 In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

5.3.2 If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

6. Conditional Offer of Appointment: Pre Appointment Checks

6.1.1 An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references
- verification of the candidate's identity
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- a check of List 99 (in some residential establishments a check of the PoCA List may also be required) and a satisfactory DBS Enhanced Disclosure.
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non teaching posts) satisfactory completion of the probationary period.
- Verification of eligibility to work in the UK

6.1.2 All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- the candidate is found to be on List 99 or the PoCA List, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children, the facts should be reported to the police and/or the Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) .

6.2 Post Appointment Induction

6.2.1 There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. For further information please refer to the DCSF document "Safeguarding Children and Safer Recruitment in Education " available in the College office.

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