



S42 RECRUITMENT AND SELECTION POLICY PROCEDURES AND GUIDANCE

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POLICY

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. It is also committed to attracting and selecting employees who will successfully and positively contribute to the life of the school. We aim to create a culture in which there is a sensible awareness of safeguarding issues and in which these are able to be discussed openly.

This policy is consistent with the DFE statutory guidance 'Keeping Children Safe in Education' as amended. It applies to all employees and Governors involved in the recruitment and selection of all school staff.

The recruitment process will be conducted in such a way as to meet the following fundamental requirements:

- to prevent unsuitable people working with children and young people
- that a consistent and equitable approach is taken to the appointment of all school staff
- that the relevant equal opportunities legislation is adhered to and applicants are not discriminated against on the grounds of race, nationality, gender, religion, belief, age, disability, marital or civil partnership status or sexual orientation.

The following principles will apply to the recruitment process:

- All Job Descriptions will make clear the responsibility for safeguarding and promoting the welfare of children
- All permanent posts will be advertised unless in exceptional circumstances
- Employees will be recruited on the basis of the knowledge, skills and experience needed for the job
- Those responsible for each stage of the process will deal honestly, efficiently and fairly with all applicants
- Staff involved in the process will have received suitable training
- Reasonable adjustment of the recruitment process will be made if an applicant makes the school aware that he/she has a disability
- An offer of appointment to a successful applicant will be conditional on the receipt of at least two satisfactory references and verification of the applicant's identity (including name, address and date of birth), medical fitness, qualifications (where applicable), professional status and eligibility to work in the UK
- Receipt of a satisfactory DBS Enhanced Disclosure, including a check against the "Barred List" (where in Regulated Activity) will be essential before a firm offer of appointment is made
- In the case of teacher appointment an additional check is required of the prohibited list maintained on the Teaching Regulation Authority (TRA): Employer Access – schools website which includes EEA restrictions and sanctions for teachers who have lived or worked outside the UK
- In the case of management positions a check is also made against the S128 direction list on TRA website.



The recruitment process will be conducted in such a way as to

- explore the candidate's suitability to work with children as well as his or her suitability for the post
- give successful applicants a clear understanding of the post and what is expected of them
- seek to leave a positive image with all applicants whether successful or not.

The Bursar will be responsible for keeping up to date documented procedures on how this policy will be implemented, in consultation with the Head of HR.



PROCEDURES AND GUIDANCE

2. Introduction

The purpose of this section is to give detailed procedures and guidance on implementing the Recruitment and Selection policy.

3. Diversity

The Choir School has adopted the Dean and Chapter's position statement on Diversity, which is:

*'The Abbey is committed to promoting equal opportunities in employment. Any job applicants will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (**Protected Characteristics**).*

The Abbey is committed to attracting, selecting and retaining employees who will successfully and positively contribute to its life.

The Abbey aim to recruit the person who is most suited to each job vacancy. Recruitment and selection decisions will therefore be made solely on the basis of each applicant's abilities and individual merit as measured against the criteria for the job. Qualifications, skills and experience will be assessed at a level that is relevant to the job.

Shortlisting, interviewing and selection procedures will avoid discrimination on the grounds of any Protected Characteristics or for any other reason which cannot be justified throughout the recruitment process.

For senior posts it will be expected that the successful applicant will be sympathetic to the mission of the Abbey. There will be some posts for which there will be a genuine occupational requirement (GOR) for the appointment, for example a male voice for the Choir or a practising Christian, and / or Anglican. Where this is the case it will be clearly specified in the Job Application Pack.'

3.1 Discrimination Legislation

- 3.1.1 An applicant can allege discrimination against an employer although there is no direct employment relationship.
- 3.1.2 Discrimination can be on the grounds of age, gender, race, disability, religion/belief, sexual orientation, marital or civil partnership status and gender reassignment.
- 3.1.3 There are two types of discrimination, direct discrimination and indirect discrimination. Direct discrimination could occur where there was a refusal to shortlist or appoint to a post for a reason which is not directly related to the job requirements, for example by reason of age or gender.
- 3.1.4 Indirect discrimination could occur where there is a job requirement or practice which disadvantages people of a particular group, for example asking applicants to take a



written test in English where good English skills were not a necessary requirement of the job.

- 3.1.5 Legal exceptions to the above can be claimed where there is a genuine occupational requirement. This is a complex area and the circumstances where this can be claimed are very limited. Advice should always be sought from Human Resources when advertising that a GOR applies.
- 3.1.6 Ensuring that selection decisions are only made in relation to the requirements of the post, and that each part of the process is documented, is essential in order to avoid the risk of discrimination claims.
- 3.1.7 For further advice relating to the legislation applying to recruitment and selection contact the Abbey's Head of HR.

4. Recruitment and Selection Training

4.1 Safer Recruitment

It is a requirement that at least one member of the appointment panel has completed Safer Recruitment in Education training successfully prior to the start of the recruitment process.

5. Pre-recruitment Process

5.1 Objective

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 school. 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 all applicants,
- Give successful applicants a clear understanding of the post and what is expected of them, including their responsibilities in relation to safeguarding,
- Reduce the risk of a bad selection decision that can be detrimental to the school and the pupils and may cause problems in the future or may not meet the commitment to safeguard children.

5.2 Recruitment Planning and Advertising

5.2.1 Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. All advertisements must contain a statement about the school's commitment to safeguarding and where the post involves being engaged in regulated activity a statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. It is an opportunity to consider other arrangements such as job sharing or part-time hours. If a Fixed Term Contract is considered appropriate advice is available from the Abbey's Head of HR regarding the possible implications. It is also essential to plan in detail the recruitment exercise itself.



5.2.2 Adopting a structured recruitment process will:

- minimise the risk of appointing someone unsuitable,
- ensure that candidates have an opportunity to demonstrate that they have the appropriate skills, experience and attitude to succeed in the post,
- ensure that candidates have a good understanding of the conduct that will be required of them in the post,
- enable the school to 'track' a process and ensure all relevant steps are taken,
- ensure written records of procedures are available for future reference if required.

5.2.3 As a result, it will help avoid making common errors in recruitment practice, such as:

- making assumptions about an individual's suitability without written evidence,
- using a variety of recruitment procedures or a piecemeal approach depending on the post or individual.

A well-defined process can be applied consistently and avoids over reliance on personal judgements. Good recruitment practice is not a solitary activity. In the event of any uncertainty, it always benefits from the support and advice of those professionals available to us.

5.2.4 All posts will be advertised, except in exceptional circumstances as described below.

5.2.5 Occasionally a post may not be advertised, for example either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a temporary appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long-term sickness, or a fixed term post becomes permanent and it is appropriate to appoint the existing post holder to the new permanent role.

5.2.6 A checklist is provided in Appendix 2 to assist in ensuring the recruitment process runs smoothly.

5.2.7 The paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, Candidate Profiles, Job Descriptions, and induction training materials.

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

5.3. Job Description and Candidate Profile

5.3.1 The job description and candidate profile will need careful thought and drafting. It is also good practice to make sure at the outset that all the other material, e.g. the application form, and information/guidance for applicants that will form part of the pack to be sent to prospective applicants is up-to-date, and clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled. (N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.)



5.3.2 The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.

5.3.3 A job description should include:

- The job purpose – why the job exists,
- The main duties and responsibilities of the post,
- The individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with.

5.3.4 Candidate Profile should include:

- the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- the skills, knowledge and experience that the successful candidate should be able to demonstrate

5.3.5 In addition to candidates' ability to perform the duties of the post, the interview will also need to explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people,
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people,
- Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline,

5.3.6 Care should be taken to ensure that any discriminatory requirements are not included such as:

- Age limits or particular length of service in a previous post,
- Physical requirements should only be specified where it could be demonstrated that physical strength is required. Statements such as 'must be energetic' for a job mainly sedentary should be avoided,
- Personality traits that are not relevant to the role

5.4 Advertising

5.4.1 Advertisements should be clear and state briefly

- The job title,
- Number of hours, if part time
- Job Requirement, if not explicit in the job title,
- The name and location of the school
- Contract Terms, permanent or fixed term,
- How to apply, e.g. friendly, explicit, easy to follow instructions on what the applicant must do to apply for the job and closing date,

5.4.2 When a vacancy is advertised, the advertisement should include a statement similar to: *'the school is committed to safeguarding and promoting the welfare of children therefore the successful applicant will be required to undertake a DBS Enhanced Disclosure,*



including a check against the 'Barred List'. The reference to a Barred List check should be omitted if the post is not in 'Regulated Activity'

5.5 Application Form

5.5.1 A standard application form should be used to obtain a common set of core data from all applicants. It will not be acceptable to consider a curriculum vitae alone drawn up by applicants in place of an application form because these will only contain the information the applicant wishes to present and may omit relevant details. See Appendix 3 for an example of the school's application form. A copy of the signed application form must always be obtained if the form is submitted initially by email.

5.6 Information Pack to Candidates

5.6.1 The pack should include a copy of:

- the application form, and explanatory notes about completing the form,
- the job description, and candidate profile,
- a statement demonstrating the School's commitment to safeguarding children,
- any relevant information about the School and Abbey and the recruitment process, and statements of relevant policies such as the Abbey's Diversity policy and the school's policy about the recruitment of ex-offenders, etc,
- information on the selection process including, information on any assessment tests the candidates may be required to undertake
- guidance on making an application. The applicant should be asked to provide a short statement on each of the criteria in the Candidate Profile, giving evidence on how they meet each of the criteria. It should also be made clear that any gaps in employment and/or frequent changes in employment will be explored at interview,
- a statement of the terms and conditions relating to the post,
- a statement that references will be taken up prior to interview and that any relevant issues arising from the references supplied will be discussed at interview. Instructions that the referees provided must be able to comment on the candidate's experience of working with children, the only exception being if the candidate has not had previous experience of working with children
- A statement informing candidates that any previous employer may be contacted
- Confirmation that appointment will be subject to a medical examination and a DBS Enhanced Disclosure, included a 'Barred List' check

5.7. Scrutinising and Shortlisting

5.7.1 All applications should be scrutinised to ensure that they are fully and properly completed, so that the information provided is consistent, does not contain any discrepancies, and to identify any gaps in employment.

5.7.2 Incomplete applications should not be accepted but may be returned for completion.

5.7.3 Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the applicant.



- 5.7.4 As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.
- 5.7.5 Shortlisting should be carried out by all of the appointed members of the selection panel. The shortlisting process should be to determine those candidates who fully meet all of the essential criteria contained in the Candidate Profile. If there are too many candidates who meet the essential criteria then the desirable criteria can be used to shortlist further. The outcome of the shortlisting should be noted on a shortlisting grid and a copy kept for a period of six months. An example shortlisting form is in Appendix 4.
- 5.7.6 As part of the shortlisting process, consideration should be given to carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

5.8 References

- 5.8.1 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.
- 5.8.2 References or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern". are not acceptable. There have been instances of candidates forging references. Furthermore open references/ testimonials might be the result of a "compromise agreement" and are unlikely to include any adverse comments.
- 5.8.3 Two references should be sought on all short-listed candidates, including internal ones, 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. One referee should always be the current or most recent employer, and be the candidate's line manager or a more senior manager. A reference should always be sought from the candidate's last employment in a school if applicable and references must cover the last five years' employment.
- 5.8.4 If the referees provided are unable to comment on current or recent experience of working with children, and the candidate has worked with children in the past, then additional references should be sought from employers who can provide information on the candidate's work with children
- 5.8.5 All requests for references should, where possible, seek objective verifiable information. The referee should also be asked to complete the reference questionnaire (copy at Appendix 6a) A copy of the job description and candidate profile for the post for which the person is applying should be included with all requests.
- 5.8.7 On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily and the referee telephoned to establish the authenticity of the reference. If all questions have not been answered or the reference is vague or unspecific, or if there are any discrepancies, inconsistencies or concerns arising from the



reference the referee should also be asked to provide confirmation and/or written answers or amplification as appropriate

5.8.8 The information given should also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

5.8.9 Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised, are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily. Advice should be sought from the Head of HR.

5.8.10 History of repeated concerns or allegations over time is also likely to give cause for concern.

5.9. Other Checks Before Interview

5.9.1 If a short-listed applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer and asking for written confirmation of the facts.



5.10 Checks at interview

- 5.10.1 Candidates attending for interview should be asked to bring photographic proof of their identity (passport or driving licence); recent proof of address, proof of their qualifications and also proof of their right to work in the UK and this will be checked by the HR department on the day of the interview. If the applicant does not have a UK or European Union passport then the candidate should be asked to contact the HR department for advice on other acceptable proofs of eligibility to work in the UK.
- 5.10.2 Proof of educational and professional qualifications should be the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body.
- 5.10.3 The HR department will provide a record to evidence identity and right to work in the UK once the offer has been made. A copy of the proof of qualifications must be kept for the personnel file.

5.11 Involving Pupils

- 5.11.1 Involving pupils in the recruitment and selection process in some way, or observing short listed candidates' interaction with pupils is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by pupils and a governor or senior member of staff, and/or meet with pupils and staff at lunchtime, for example.

6 **Interviews**

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.

6.1 Invitation to Interview

- 6.1.1 When arranging interviews a reasonable amount of notice must be given to the candidates and dates arranged with the rest of the interviewing panel. Timetables should be arranged in advance and where possible, the approximate dates advertised in the recruitment pack.
- 6.1.2 Arrangements should also be made for the unexpected, i.e. replacements for interviewing panel in the case of sickness.
- 6.1.3 In addition to the arrangements for interviews - time and place, directions to the venue, membership of the interview panel - the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children.
- 6.1.4 The invitation should also request that the applicant bring to the interview their proof of identify; proof of their qualifications; and eligibility to work in the UK and complete an application for a DBS Enhanced Disclosure at enhanced level if he/she is successful



- 6.1.5 Applicants should also be asked to inform the School in advance if they have any specific access requirements or need special adjustments to be made to the interview process.

6.2 Interview Panel and format

- 6.2.1 Interviews must never be conducted by a single person, always by a panel of at least two people. A governor may be involved in addition to school staff.

- 6.2.2 The members of the selection panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in schools should have undertaken the training ‘Safer Recruitment in Education’,
- 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 candidate profile.

- 6.2.3 The panel must not limit themselves to a list of questions for each candidate from which they will not deviate, but should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate’s application and references (if available). A candidate’s response to a question about an issue will determine whether and how that is followed up.

- 6.2.4 Hypothetical questions should be avoided because they allow theoretical answers. It is better to ask questions based on experience that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate’s attitudes and understanding of issues. If the panel wishes to explore how the candidate would deal with a particular situation, they can give the candidate a scenario and then ask them if they have had to deal with a similar situation and how they did so.

- 6.2.5 Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that a fair selection procedure is followed.

6.3 Scope of the Interview

- 6.3.1 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 and motivation for working with them,



- his/her ability to support the school'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.

If there are any areas for concern arising from the references obtained prior to interview, then these should be explored with the candidate and the candidate should also be asked to explain any inconsistencies in the information provided by the referee and that provided on the application form.

- 6.3.2 Details on conducting an interview effectively are covered in the training, and in the Participant's Handbook, and in Appendix 5.
- 6.33 Detailed notes should be taken throughout the interview process and an interview assessment form completed, which shows how each candidate meets the candidate profile criteria and notes any concerns. All copies must be retained for at least 6 months. Should any candidate complain of unfair selection or discrimination these notes can be requested in evidence.

7. Conditional Offer of Appointment: Pre-Appointment Checks

- 7.1 References should always be obtained and verified prior to any offer of appointment being made. An offer of appointment to the successful candidate should then be conditional upon:
- verification of the candidate's medical fitness,
 - a satisfactory DBS Enhanced Disclosure including a Barred List check (see Appendix 8).
 - Check against TRA prohibited list for teaching appointments
 - Check against EEA sanctions and restrictions list for candidates who have worked or lived overseas
 - Check against S128 direction list for management appointments
 - Such other checks as may be appropriate following the UK's exit from the European Union

The school will liaise with the Abbey's Head of HR in order to follow relevant DBS guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the Disclosure conviction information supplied is different from the information supplied by the applicant on their original job application the applicant will be asked to explain this. (It can be the case that an applicant may have forgotten or incorrectly remembered information on convictions they have because they occurred a long time ago or the applicant was young when the offences occurred). If a judgement is reached that the applicant deliberately falsified or omitted the information supplied on the job application then this will normally result in the job offer will being withdrawn on the grounds of trust and confidence.

7.2 Where:

- 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 the DBS



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),
- recorded on the Single Central Register held by the Bursar and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

For further information on DBS checks please refer to Appendix 6.

7.3 Unsuccessful candidates

7.3.1 Unsuccessful candidates should be contacted as soon as possible. The panel should also nominate one person who can be contacted, if the candidate wishes, to provide verbal feedback. The feedback provided should:

- Start positively thanking them for attending the interview,
- Tell the candidate why they were unsuccessful, i.e. it was felt they did not have the necessary skills or enough knowledge for the job and that the successful candidate had previous experience for that particular role,
- Avoid any discriminatory remarks and only relate to the candidate profile and job description, remaining tactful to ensure feelings are not hurt,
- Aim to help the candidate in future interviews, not to damage confidence.

7.4 Post Appointment Induction

7.4.1 The Choir School is committed to providing an induction programme for all newly appointed staff, governors and other volunteers, including teaching staff, regardless of previous experience. The purpose of an induction is to:

- provide training and information about the establishment's policies and procedures, including part 1 of Keeping Children Safe in Education September 2020 as amended thereafter;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- reinforce the school's commitment to safeguarding and explain the school's policy and procedures;
- confirm the conduct expected of staff within the school;
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and
- enable the person's mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately,

7.4.2 The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:



- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures,
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment,
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

9. Volunteers and Visiting speakers

Volunteers are also seen by children as safe and trustworthy adults, and when the school is actively seeking governors and other regular volunteers, and is considering candidates about whom it has little or no recent knowledge, it should adopt the same recruitment measures as it would for paid staff. In other circumstances, e.g. where a volunteer's role will be very occasional or "one -off" - accompanying teachers and pupils on a day outing, helping at a concert or school fete, those kind of measures would be unnecessary provided that the person is not to be left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school, e.g. sports coaches from a local club, the school should obtain assurance from that organisation that the person has been properly vetted. Please refer to Appendix 2 for the employment checklist

Visiting speakers are accompanied at all times. Vetting checks are not required; however consideration should be given to 'Prevent' guidance. If checks are made then the details of these should be entered into the Single Central register and an entry into the comments column would normally be required to explain the extent of the checks and the conclusion.

10. Agency Staff and Supply Teachers

It is important thorough checks are made on anybody who will be working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession.

The school must still satisfy itself that the agency has carried out the necessary checks in accordance with Appendix 2.

Where a member of staff is directly employed following a period of agency working it is essential that the school carries out all of the checks normally conducted for a new employee.

11. Maintaining a Safer Culture

The need for continued awareness of safeguarding issues has been reinforced throughout this document. It is important that all staff in an establishment have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. It is also important that staff, pupils, and parents feel confident that they can raise issues /concerns about the safety or welfare of children, and that they will be listened to and taken seriously. That can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff.



Appendix 1

Training for Recruitment and Selection in Schools

What is Safeguarding and Safer Recruitment in Education?

Safer Recruitment in Education is a training package developed for head teachers, governors and other staff involved in recruitment and selection. It aims to raise awareness of safeguarding issues and improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children. The training provides valuable background information, advice about a safer school culture, best practice suggestions and practical advice to strengthen safeguards against employing unsuitable people. On completion of the training participants undertake an assessment in order to receive a certificate. This training is available both online and in face to face training.

Why is the training important?

The Bichard Inquiry concluded that schools need to pay more attention to issues about safeguarding children when they recruit and appoint staff. Sir Michael Bichard recommended that head teachers and school governors should receive training to help strengthen the recruitment process and procedures. It is a requirement that at least one person on every selection panel has completed this training. The training will help schools to develop and maintain a school culture that is safer for children.

Who is it for?

The Safer Recruitment in Education training can be completed by all school staff and Governors who are involved in recruitment

How is it accessed?

The online training is currently provided by Educare. Please contact the Bursar for access to this course.

What other resources are there?

The statutory guidance document 'Keeping Children Safe in Education' September 2020 and as amended thereafter sets out the schools responsibilities in relation to safeguarding and recruitment best practice. It can be downloaded from the Department for Education website.



Appendix 2 Pre-employment Checklist

		Initials	Date
A	Training: Has at least one member of the shortlisting and interview panel carried out the Safeguarding and Safer Recruitment Training (4.1 of the procedures).		
B	Advertising: to include reference to policy statement of safeguarding and promoting welfare of children (5.4 of the guidance).		
C	Application Forms: The candidates should provide information on their employment history and if appropriate adequately explain the reasons for any gaps in employment. Ensure all candidates have completed the Rehabilitation of Offenders Act declaration and signed and dated the form.		
D	Shortlisting: the same people on the interview panel to shortlist the applications.		
E	References: sent for prior to interview with applicants' approval.		
F	Invitation to interview: sent, to include relevant information and instructions including directions and what identity information is required.		
G	References: received back. Scrutinise and check against information on application form, make note of any discrepancy/issue of concern to bring up at interview. Telephone to establish authenticity and document		
H	Identity, qualifications and eligibility to work in the UK: verified on day of interview.		
I	Interview: At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards: one member to have completed the Safer Recruitment in Education Training.		
J	Conditional Offer of Employment: made subject to satisfactory completion of the following pre-employment checks, and for non-teaching posts a probationary period.		
K	DBS: An Enhanced level DBS disclosure has been undertaken and a satisfactory disclosure certificate received and recorded		
	Teachers: Check TRA website for prohibition orders; and EEA restrictions and sanctions; and such further checks as may be appropriate following the cease of information sharing between the EEA and TRS on 1 January 2021; this may include a letter of professional standing issued by the professional regulating authority in the country in which the candidate has worked and/or a letter of good conduct from the relevant embassy.		
	Management positions: Check S128 directions on TRA website		
L	Medical Clearance: confirmation that the candidate is medically fit both physically and mentally to undertake this post in accordance with The Education (Health Standards) (England) Regulations 2003.		



M	Qualifications checked: If not verified on day of interview, the candidate needs to provide original qualification certificates and/or copies certified by awarding institutions and evidence they have obtained all of the academic and professional qualifications they claim to have achieved.		
N	Visiting Teachers and Volunteers: Follow the above list A to I and also K for visiting teachers and volunteers.		
O	Supply teachers: If applicable the agency has provided written confirmation that they have successfully undertaken all of the checks above for the individual		



Appendix 3a



Westminster Abbey Choir School

Dean's Yard, London SW1P 3NY Tel: 020 7654 4918
e-mail: headmaster@westminster-abbey.org

CONFIDENTIAL APPLICATION FOR ACADEMIC STAFF

PLEASE FULLY COMPLETE THIS FORM *please tick boxes where appropriate*

POSITION:

Post applied for:

Available to take up employment (date): Current salary £

Prepared to work: Full time Part time

PERSONAL DETAILS:

Surname: Forenames:

Date of birth: Marital status:

Address:

..... Post code:

Telephone no. Home: Mobile:

Email address:

DfES no (teaching staff only) National Insurance no:

Do you have a current Driving Licence? Provisional Full HGV No

If you have a disability, do you require any adjustments to assist you at interview: *(please give details)*

.....
.....



ELIGIBILITY TO WORK IN THE UK:

Are you eligible to work in the UK? YES / NO

If Yes, please give details:

Please note you will be required to produce evidence of your eligibility if selected for interview

EDUCATION:

Schools attended from age 11:

From: Dates
To:

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Examinations taken

Subjects:

Results:

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FURTHER EDUCATION:

Place of education:	Dates		Qualifications:
	From:	To:	
.....	
.....	
.....	
.....	

REFEREES:
Give details of two referees we may approach for a reference who can comment on your suitability for this post. One referee must be your present or most recent employer. If you have ever worked with children, one of the referees must be the last previous employer where you had contact with children. Please note that references will be taken up before you attend for interview.

Name: Name:

Address: Address:

.....
.....

Occupation: Occupation:

Telephone no: Telephone no:

Email: Email:

How is this person known to you? How is this person known to you?

.....



GENERAL:

Interests and hobbies (give details of pastimes, sports, etc.):

.....

.....

.....

.....

.....

.....

Membership of professional organisation or trade union / public duties or offices held, etc.:

.....

.....

.....

.....

.....

.....



PREVIOUS EMPLOYMENT:
Please include here details of your all previous employment, starting with the most recent.

Present/last employer: Starting date:

Address: Leaving date:

Duties/responsibilities:
.....

Please give reasons for leaving your present/last job:

Previous employer: Starting date:

Address: Leaving date:

Duties/responsibilities:
.....

Please give reasons for leaving this post:
.....

Previous employer: Starting date:

Address: Leaving date:

Duties/responsibilities:
.....

Please give reasons for leaving this post:
.....

CONTINUE EMPLOYMENT HISTORY ON ADDITIONAL SHEET AS APPROPRIATE
Giving dates, please explain gaps in your employment history. Please note that these will be explored with you should you be invited to interview.



NEXT OF KIN:

In an emergency situation at interview, please give details of your next of kin who can be contacted.

Name: Relationship:

Telephone no. Home: Mobile:

CRIMINAL CONVICTIONS:	
Do you have any criminal convictions?	YES / NO
<i>If yes please give details on a separate sheet, this should include any cautions, bind overs or spent convictions as this post is covered by the terms of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Any offer of employment will be subject to a DBS disclosure at enhanced level</i>	

NOTES TO APPLICANTS:

- Canvassing – you are required to disclose any relationship to members of the governing body or staff of the school or Abbey
- The successful candidate will be required to produce original certificates of degrees and professional qualifications

DECLARATION:

I confirm that the information on this form is, to the best of my knowledge, true and complete.

I understand that any false statement, or withholding of relevant information, may result in withdrawing a job offer or termination of employment.

I authorise the School to obtain references to support this application

Signature of applicant: Date:

In accordance with the Data Protection Act 2018, this form will be used in the recruitment process and may be disclosed to all those who need to see it. It will also form the basis for the confidential personnel record if you are selected. If you are unsuccessful this form will be destroyed after six months. Your signature on this form indicates your agreement for your data to be processed in accordance with the Act.



Appendix 3b



Westminster Abbey Choir School

Dean's Yard, London SW1P 3NY Tel: 020 7654 4918
e-mail: headmaster@westminster-abbey.org

CONFIDENTIAL APPLICATION FOR VISITING TEACHERS

PLEASE FULLY COMPLETE THIS FORM
appropriate

please tick boxes where

POSITION:

Post applied for:

.....

Available to take up employment (date):

Maximum number of hours able to offer per week

Please note that Westminster Abbey Choir School is unable to offer a guaranteed minimum number of hours

PERSONAL DETAILS:

Surname:

Forenames:

Date of birth:

Marital status:

Address:

..... Post code:

Telephone no. Home: Mobile:

Email address:

DfES no (teaching staff only) National Insurance no:

If you have a disability, do you require any adjustments to assist you at interview: *(please give details)*

.....



ELIGIBILITY TO WORK IN THE UK:

Are you eligible to work in the UK? YES / NO

If Yes, please give details:

Please note you will be required to produce evidence of your eligibility if selected for interview

FURTHER EDUCATION:

Place of education:	Dates		Qualifications:
	From:	To:	
.....	
.....	
.....	
.....	



REFEREES:

Give details of two referees we may approach for a reference who can comment on your suitability for this post. One referee must be your present or most recent employer. If you have ever worked with children, one of the referees must be the last previous employer where you had contact with children. Please note that references will be taken up before you attend for interview.

Name:

Name:

Address:

Address:

.....

.....

Occupation:

Occupation:

Telephone no:

Telephone no:

Email:

Email:

How is this person known to you?

How is this person known to you?

.....

.....

GENERAL:

Interests and hobbies (give details of pastimes, sports, etc.):

.....

.....

.....

Membership of professional organisation or trade union / public duties or offices held, etc.:

.....

.....

.....

PREVIOUS EMPLOYMENT:

Please include here details of your all current and previous employment and/or teaching assignments, starting with the most recent.

Employer:

Starting date:



Address: Leaving date:

.....

Duties/responsibilities:

.....

Please give reasons for leaving your present/last job (*if applicable*):

.....

Employer: Starting date:

Address: Leaving date:

.....

Duties/responsibilities:

.....

Please give reasons for leaving this post: (*if applicable*).....

Previous employer: Starting date:

Address: Leaving date:

.....

Duties/responsibilities:

.....

Please give reasons for leaving this post (*if applicable*):

CONTINUE EMPLOYMENT HISTORY ON ADDITIONAL SHEET AS APPROPRIATE

Giving dates, please explain gaps in your employment history Please note that these will be explored with you should you be invited to interview



NEXT OF KIN:

In an emergency situation at interview, please give details of your next of kin who can be contacted.

Name: Relationship:

Telephone no. Home: Mobile:

CRIMINAL CONVICTIONS:	
Do you have any criminal convictions?	YES / NO
<i>If yes please give details on a separate sheet, this should include any cautions, bind overs or spent convictions as this post is covered by the terms of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Any offer of employment will be subject to a DBS disclosure at enhanced level</i>	

NOTES TO APPLICANTS:

- Canvassing – you are required to disclose any relationship to members of the governing body or staff of the school or Abbey
- The successful candidate will be required to produce original certificates of degrees and professional qualifications

DECLARATION:

I confirm that the information on this form is, to the best of my knowledge, true and complete.

I understand that any false statement, or withholding of relevant information, may result in withdrawing a job offer or termination of employment.

I authorise the School to obtain references to support this application

Signature of applicant: Date:
.....

In accordance with the Data Protection Act 2018, this form will be used in the recruitment process and may be disclosed to all those who need to see it. It will also form the basis for the confidential personnel record if you are selected. If you are unsuccessful this form will be destroyed after six months. Your signature on this form indicates your agreement for your data to be processed in accordance with the Act.



Appendix 3c



Westminster Abbey

Equal Opportunities Monitoring Form

Please help us to monitor our Recruitment and Section practices by providing the information requested below. This is sensitive personal data and will be treated with the utmost confidentiality in line with the requirements of the Data Protection legislation. The data will only be used for general statistical and monitoring purposes, and will not available by those making the shortlisting and selection decisions.

Job Title: _____

Location: _____

Gender: Female Male

Marital Status: Married Single Other

Age Group

16 – 25 26 – 35 36 – 45 46 – 55 56 – 65 66+

Ethnic Origin

Choose one section from (A) to (E) then tick the appropriate box to indicate your cultural background. These categories are based on the 2001 Census.

A. White

- British
 - English
 - Scottish
 - Welsh
 - Other, please state: _____
- Irish
- Any other white background, please state: _____

B. Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed background, please state: _____



- Indian
- Pakistani
- Bangladeshi
- Any other Asian background, please state: _____

D. Black, Black British, Black English, Black Scottish, Black Welsh

- Caribbean
- African
- Any other Black background, please state: _____

E. Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh

- Chinese
- Any other Chinese background, please state: _____

Any other ethnic background, please state: _____

- Do not wish to declare my ethnic origin

Disability

Do you consider yourself to have a disability? (Westminster Abbey is committed to ensuring that people with disabilities are supported and encouraged to apply for employment with Westminster Abbey and to achieve progress in employment with Westminster Abbey. This question helps us to assess our success in working towards this aim).

- Yes No

If you wish to provide any additional details please do so below:

NB: The Disability Discrimination 1995 defines a disability as: *“a physical or mental impairment which has substantial and long-term (lasting more than 12 months) adverse effect on your day to day living”*

Thank you for your co-operation



Appendix 4a

**SHORTLISTING SUMMARY Post
 Interview Panel**

Date:
Page of

*Select the Candidate Profile criteria for shortlisting and enter in the 'Key' below. Mark the grid according to the evidence found
– met – not met- no evidence as indicated below*

NAME	1	2	3	4	5	NOTES

KEY (from Candidate Profile)

1	
2	
3	
4	
5	

√ met criteria

X not met criteria

ne no evidence from form



Appendix 4b

INTERVIEW ASSESSMENT FORM

**POST :
CANDIDATE:**

Page of

Interview Panel:

First Interview date

Second interview date

CRITERIA	How Assessed	M	PM	N	NOTES



CRITERIA	How Assessed	M	PM	N	NOTES

Signed

Date



Notes

The Candidate Profile requirements should **all** entered in the Criteria column.
In the second column add how these will be assessed – eg Application form, interview, test etc

The Chair or a nominated member of the selection panel should then complete the next columns with the consensus view of the Panel Members using the key below. Notes should be added which give sufficient detail to justify the assessment and which can be used to provide feedback to the candidates.

The Chair then signs the assessment forms which **must** be returned to the HR Department before an offer of employment will be made.

KEY

M met criteria

PM partially met criteria

N not met criteria



APPENDIX 5

Conducting Interviews

Introduction

Effective interviewing is a skill that needs to be developed through training. This document is not a substitute for that. This document has been produced based on the principles of the Safeguarding and Safer Recruitment in Education Training programme. It is a requirement that at least one member of the recruiting panel has completed this training, detailed in Appendix 1.

The purpose of the interview is to collect evidence on which to base a selection decision which is fair and can be objectively justified

Planning

Before the interview all interviewers must ensure they have:

- Studied the job description and candidate profile,
- Clarified what is written in references received from past employers is accurately portrayed in the application form,
- Read the application forms of candidates to be interviewed and noted any areas of concern and prepared questions to elaborate on the application,
- Interview assessment sheets to make notes as the interview progresses,
- Information relating to terms and conditions of employment,
- Knowledge of special requirements arranged (if needed) for disabled candidates,
- Informed the staff at Reception that the interviews are taking place.

The interviewing panel should meet at least 15 minutes before the first candidate to ensure that they have time to agree the role of each interviewer and the sequence/structure of questioning. Draft questions should be prepared in advance, e.g. at the shortlisting stage and relate to the candidate profile. The approach, content and structure should be applied consistently to all candidates.

The questions should be designed to obtain information for assessing each candidate against the candidate profile; questions of a discriminatory nature must not be used, e.g. asking if a female candidate intends to have any children in the future.

A short time should be spent on an introduction of the panel and background to the School and Abbey.



Effective interviewing is not asking questions in rapid succession, and it is not an interrogation. It should be a two-way process. In order to ensure the effectiveness and fairness of interviewing the panel need to keep in mind the objectives of the interview:

The object of the interview

- To learn more about the candidate e.g. establish knowledge, technical expertise and to assess them against the criteria,
- To explore awareness of safeguarding and best practice,
- To check for gaps in the employment record. This is particularly important when working in schools, but may also draw out other skills derived from other life experiences or voluntary work,
- To give candidates a fair opportunity to demonstrate how they meet the criteria through the use of open questions
- To restrict questions to job related criteria but to probe where the candidate has revealed significant information,
- To provide information about the School in a positive way,
- To inform the candidate about the job, reward package, duties etc,
- To select the candidate who most closely meets the criteria.

Other Considerations

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also take care to explore other aspects of the applicant's attitudes and background.

The candidate's attitude towards children and young people can be assessed through conversation and careful questioning.

When exploring gaps in employment keep in mind that the candidate may have omitted details of extended travel or jobs felt to be of little relevance to the teaching post. However, such gaps in the candidate's employment history should be explored in the interests of gaining a complete picture of the candidate's past.

Concerns will arise where discrepancies exist between the information provided by the candidate and/or a referee. These should be checked with the referee before the interview where possible and taken up with the candidate during the interview.

Ineffective Recruitment

The success of a safer recruitment process is dependent on the school's recognition and consequent rejection of potentially unsuitable applicants before or at the interview.



Any approach that undermines this process (either by failing to focus on behaviour and attitudes, or by failing to reject applicants who are unsuitable) is potentially supporting abuse. With this in mind, the recruitment process should guard against the most common errors.

Examples of poor practice in recruitment include:

- focusing solely on academic qualifications/practical skills. This approach will fail to identify unsuitable behaviours,
- appointing the 'best of a bad lot' (though this may be difficult to avoid when the field of applicants is poor),
- appointing 'because there is no one else',
- Talking rather than listening – talking too much about the job and the School and not questioning the candidate could result in recruiting someone who does not fit the role,
- Using instinct – liking a candidate immediately and not questioning and listening effectively to establish how the candidate meets the criteria
- Failing to follow up on inconsistencies and areas of concern,
- Failing to study the application form and job description and candidate profile – this may result in an under or over qualified employee, which may create performance problems and/or affect retention,
- Keeping a closed mind – having an image of exactly the qualities required and not considering any other qualities may result in missing someone special who might enhance the team,
- Missing vital information – staying so rigidly to the questions and failing to probe or even notice any passing comment the candidate may make could result in failing to find what the candidate is really like,
- Not allowing the candidate to ask questions – the type of questions a candidate asks indicate their expectations from the job and the employer,
- Failing to see all of the evidence which is available from, for example, the assessment forms, interview answers, test results, references etc. This is more reliable than using only part of the information available,
- accepting a short and un-detailed answer and moving on - probe and ask further question if required,

Open questions require a fuller answer:

- What?, who?, how?, why?, where?, which?
- Tell me about..., Please describe...
- What if..?



- What do you think are the qualities..?
- Give some examples which you think reflect these qualities...
- What attracted you to teaching in a school..?
- Give examples of situations where you have had to...
- How have you managed a situation where..?

Appropriate questioning during the interview process will encourage unsuitable applicants to display unsuitable behaviour/attitudes.

As a rule, the candidate should be asked to relate their actual experiences, attitudes and abilities. Hypothetical questions should be avoided where possible. However, they may be necessary with an inexperienced candidate, or someone who has not worked with children before.

Identifying Concerns at Interview

Recruitment teams ought to be concerned where the candidate demonstrates:

- attitudes which attribute adult experience and knowledge to children, especially sexual knowledge or behaviour,
- disproportionate amount of extra-curricular time spent in activities involving children,
- personal life/work imbalance, including paucity of adult relationships/leisure pursuits,
- attitudes which appear to underestimate the incidence and impact of sexual abuse,
- an inability to recognise or respect boundaries around physical contact,
- an inability to appreciate or describe the appropriate boundaries of a professional relationship with children or to distinguish between appropriate and inappropriate behaviour,

Some of these features may have entirely satisfactory explanations. Others, or combinations of these features, should start to raise serious concerns.

Using Judgement

Not everyone whose responses arouse concern will be a potential abuser. Poorly articulated, hesitant or contradictory responses at interview may cause concerns, but such responses may be signs of embarrassment, caution or interview nerves.

For example; someone who has never worked with children might find it difficult to think of examples of appropriate and inappropriate behaviour off the cuff or have the vocabulary to discuss the matter freely.

To explore and assess an interviewee's stance on these sensitive issues in the time available during an interview is a challenge and it is important that the subject is dealt with carefully.



Indications of physical abusers

Indications that an applicant may have a tendency towards physical abuse may be revealed in references which may contain evidence of past incidents involving physical abuse.

In interview, the indicators for a physical abuser may include:

- A lack of ability to manage conflict, or to cope with challenging behaviour,
- Inability to recognise or respect boundaries around physical contact, e.g. when physical intervention is appropriate and reasonable to restrain or control a pupil, and what kind and degree of intervention might be acceptable in different circumstances,
- A worldview in which physical violence is an acceptable solution to problems or disputes,
- An inflexible authoritarian approach to classroom discipline, or an unrealistic reliance on children's reasonableness,
- An idealised view of children and young people,
- Poor classroom management and an inability to exercise appropriate control and discipline,

Minimising the risk of the school being regarded as a 'soft target'

There are a number of ways in which a school might provide a soft target for abusers. One is by failing to apply the safeguarding measures we recommend when recruiting staff. For example:

- failing to obtain comprehensive information about a candidate's background, or accepting an applicant's c.v. instead of an application form,
- accepting open testimonials or references provided by the candidate rather than obtaining independent references that answer specific questions about his or her past performance and suitability to work with children,
- accepting a candidate's statements at face value and not carrying out pre-employment checks to verify identity, qualifications, etc,
- only focusing on acquiring someone who is good at their role rather than also considering that person's attitudes towards children,
- operating less stringent procedures for non-teaching staff or those who will not have direct responsibility for children,

For most recruiters, the interview is the most challenging part of the recruitment process. In particular, the focus on exploring the candidate's attitudes in relation to suitability for work with children, and the need to ask probing questions on this sensitive subject may cause some disquiet.

The interview should be an opportunity for the candidate to give of their best and demonstrate how they meet the criteria. It is important therefore to ask the questions and explore the answers in a



non-threatening and matter of fact way, and not in such a manner which could deter a potentially suitable candidate.

Concluding the interview.

Many interviews conclude naturally when both candidate and panel feel they have as much information as they need at this stage. Interviews should last long enough to obtain the information required to make a decision, approximately 30 - 60 minutes however, they should not over run, as consideration should be given to other candidates. Arrangements can be made for candidates to be invited back a second time to be interviewed in more depth. Candidates need to be informed at the beginning of the process if second interviews are likely to be required. Notes should be retained from the first stage to inform the second interview stage and these should include completion of the Interview Assessment form.

The candidate must be informed of the next stage e.g. interviews are continuing for a week and that they will be informed by a certain date.



APPENDIX 6

Safeguarding and other pre-employment checks

Introduction

The School has a responsibility to take all possible steps to ensure employees, visiting teachers and volunteers are suitable in all respects for the work they will undertake, and that their engagement meets current legal requirements.

Purpose

The purpose of this procedure is to ensure the School is fair and consistent in relation to the use of criminal conviction information obtained on job applicants and others, and that the policy is in accordance with DBS regulations.

What checks are required?

All school appointments are subject to an enhanced Disclosure and Barring Service (DBS) disclosure, and evidence of medical fitness. Employed staff are also required to provide evidence of their right to work in the UK.

Barred list and DBS check

The school falls within the definition of a 'Regulated Activity'. All staff appointed to commence from September 2012 must be checked against the Barred List.

The school also carries out enhanced DBS checks on all staff, visiting teachers, school governors and other volunteers

The Barred list and DBS check must be completed and cleared before the applicant commences working with the school. If the applicant has worked abroad they must also be able to provide evidence of any relevant criminal record checks which apply in the countries in which they have worked

If the applicant has a DBS disclosure from a previous school and they have worked there within the last three months, this may be relied upon pending a receipt of a new application if their role does not include boarding duties.

Teaching staff must also be checked against the TRA prohibited list and the EEA sanctions and restrictions list in the case of applicants who have lived or worked overseas.

Management positions should be checked against the S128 direction list.

Medical Fitness

All permanent staff are required to undergo a medical examination by the Abbey's doctor before commencing employment. Visiting teachers and volunteers will be asked to complete a medical



questionnaire. The HR department reserves the right to request a medical examination if there are any concerns about the information disclosed in the medical questionnaire.

Right to Work in the UK

The Immigration, Asylum and Nationality Act 2006 requires us to ensure that all employed staff have the right to work in the UK. Applicants for these positions will be required to present evidence of this when attending for interview. A guidance note setting out the documents which are acceptable as evidence is available from the HR department.

Applicants with Criminal Convictions

If an applicant is not barred from working with children but other information is disclosed by the DBS then the selection panel, in consultation with the Chairman of Governors and Head of HR will consider the following factors:

- (a) the responsibilities of the position,
- (b) the vulnerability of children or adults supported,
- (c) the nature of the offence,
- (d) the number and pattern of offences (if there is more than one),
- (e) how long ago the offence(s) occurred,
- (f) the age of the offender when the offence occurred.

The selection panel will also have to take into account whether or not the information should have been disclosed on the application form, and if this was not done, whether they can support placing the applicant in a position of trust with the school.

After careful consideration of these factors the selection panel may withdraw the offer of employment, or work, or volunteering.

No decision will be made without first discussing the disclosure with the applicant in order to.

- (a) verify with the applicant that the conviction information supplied by the DBS does relate to them. (mistakes do occasionally occur and in this case the DBS complaints procedure will be followed);
- (b) establish why the information was not disclosed on the application form
- (c) give the applicant an opportunity to state any information in mitigation or explanation of the circumstances in which the conviction(s) were obtained.

The decision of the selection panel will be final.

Further information

There is a range of guidance available for employers on consideration of applicants with convictions, via the DBS website on www.gov.uk.

The National Association for the Care and Resettlement of Offenders (NACRO) also offer advice to employers and others on: understanding conviction information supplied on Disclosures, and give advice to employers on the recruitment of ex offenders Their website is www.nacro.org.uk



Confidentiality security and retention of DBS disclosures

In line with the DBS's Code of Practice conviction information must not be disclosed to any person not legitimately involved in the recruitment decision for which the information was obtained. Disclosure of conviction information to a person who is not entitled to view it is a criminal offence.

The DBS requires that conviction information can only be retained while a decision is being made on whether a job applicant is recruited and for a short time afterwards should any query arise about that appointment.

When the recruitment decision is made, the details of the disclosure number and date are entered on the internal disclosures record which is placed on the personnel file and the Single Central Register of appointments and the disclosure document should be shredded when no longer required for internal audit purposes. Where information has been declared on the disclosure and the job offer has not been withdrawn, a note to that effect is included on the internal record. If the job offer is withdrawn a file note setting out the reasons for the decision and the response given by the applicant when questioned as retained and held with the recruitment documents.

In accordance with the DBS's Code of Practice, conviction information obtained from the DBS is held confidentially and securely.

DBS Checks for Governors

The school will obtain Enhanced Disclosures for all governors whether or not they have regular access to children. A barred list check will also be required if the Governor is also in regulated activity

Barred List Checks

The Bursar's computer holds the digital certificate to gain access to the Barred List via TP online. www.teacherspensions.co.uk/employers/employer-hub.aspx



Appendix 7

WESTMINSTER ABBEY HUMAN RESOURCES DEPARTMENT

PROCEDURE FOR PRE-EMPLOYMENT CHECKS – WESTMINSTER ABBEY CHOIR SCHOOL



References

Once the shortlisting process has been completed the member of Choir School staff responsible for recruitment should return the original application forms for all shortlisted applicants to the Human Resources Administrator with a note of the interview date. The HR Administrator will apply for the references using the appropriate WACS reference enquiry form and requesting that the references are received prior to the interview date.

On receipt of the references the HR Administrator will immediately forward these under confidential cover to the Headmaster. The Headmaster will be responsible for ensuring that any follow up telephone calls are made, and a note of these recorded, signed and dated on the reverse of the reference request form. The form must be returned again to HR before an offer of employment can be made. References for Visiting Music Teachers will be forwarded to the Director of Music in the same way.

If the Headmaster and/or the Director of Music considers that the referees supplied are inadequate or unsuitable he will discuss this with the Head of HR and the applicant may be asked to provide alternative referees.

Identity checks and Right to Work in the UK

These checks must be carried out on the day of interview, when the candidate arrives.

All candidates will be asked to come to the Chapter Office before their interview begins and present their proof of identity and right to work in the UK to a member of the HR department. Certified copies of the original documents will held on the personnel file if the applicant is recruited.

The applicant must produce current photographic identity, for example, driver's licence or passport as well as the proof that they have the right to work in the UK. For a national of the European Economic Area or Switzerland a current British passport or a passport or national identity card showing that the holder is a national of the European Economic Area or Switzerland will suffice. The HR Department will advise on the documents necessary if these are not held.

On completing the checks the member of the HR Department will fill completed the evidence form.

The procedure is the same as for the identity check, one copy of the passport will suffice.

Qualifications

If a qualification is required for the post then the Headmaster will advise the Human Resources Department accordingly and the candidate will be asked to bring proof to the HR department on the day of the interview. The HR Department will keep a copy of the proof provided, and the person checking this will sign and date the back of the copy.



Conditional Offer of Employment

When a conditional verbal offer of a post has been made the original application form, together with proof of identity, references endorsed by the Headmaster and proof of Right to Work in the UK (if applicable) should be returned to the Head of HR who is responsible for producing a written conditional offer of employment

DBS Checks

A DBS form will be enclosed with the conditional offer letter and the candidate asked to contact the HR department to make an appointment to bring the supporting documents required to the HR department. The counter signatory completing the form is noted on the record of DBS checks applied for, and the Single Central Recruitment Register as the person who checked proof of address and date of birth.

Please note that staff will not be permitted to commence employment until the DBS check is returned and scrutinised.

If the applicant has a DBS with a portable subscription, the HR department will access the update service. The candidate must provide their original certificate

Additional check for teachers

Teachers should be checked against the Prohibited list held on the TRA website. The EEA restrictions and sanctions list will be checked for candidates who have lived or worked overseas

Medical fitness

All employed staff are required to attend for a pre-employment medical with the Abbey doctor. An appointment is made through the HR department who confirms fitness to work in writing. The Bursar is responsible for recording the date the confirmation was received on the Single Central Register and placing a copy on the candidate's file.

All self employed music teachers are required to complete a medical questionnaire. These are scrutinised by the Head of HR and a referral made to the Abbey doctor if there is any cause for concern.

Completing the Single Central Register

The Bursar records the necessary information onto the Single Central Register at the time it is received from the HR department or received directly by the Choir School.

It is the responsibility of the Bursar to ensure that the register is completed accurately and kept up to date.



Appendix 8



Westminster Abbey Choir School

Policy Statement on the Recruitment of Ex-offenders

Westminster Abbey Choir School is committed to safeguarding and promoting the welfare of children and young people as well as to attracting and selecting employees who will successfully and positively contribute to the life of the school.

We use the services of the Disclosure and Barring Service (DBS) Disclosure service to assess applicants' suitability for positions in the School.

As all posts in the school involve working with children, appointments are covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that we are entitled to ask you to disclose to us all convictions, caution and binding overs, including any convictions which may be 'spent' under the terms of the Act, and we may need to take these into account before making an offer of appointment. All of our application forms, job adverts and recruitment briefs contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

We ask all applicants to provide details of any criminal record when they submit an application form. This information is retained confidentially by the Head of HR & Administration and is only examined if you are shortlisted for interview.

At the end of the selection process the selection panel will need to take into account any disclosures made under this policy. If you are not barred from working with children but other information is disclosed by the DBS then the selection panel will consider the following factors:

- the responsibilities of the position
- the vulnerability of the children supported
- the nature of the offence
- the number and pattern of offences (if there is more than one)
- how long ago the offences occurred
- the age of the offender when the offences occurred

The selection panel will not make any decision without first discussing the information with you. The decision of the selection panel will be final.

Failure to reveal information that is relevant to the position sought could lead to withdrawal of an offer of employment.

Westminster Abbey Choir School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.



We ensure that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders including the Rehabilitation of Offenders Act 1974.

A copy of the DBS Code of Practice is available on request.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



Appendix 9a

Reference Request letter Teaching Staff



Westminster Abbey Choir School

Dean's Yard, London SW1P 3NY Tel: 020 7654 4918

e-mail: headmaster@westminster-abbey.org

Dear

Candidate

The above candidate has applied for the post of **<position>** at Westminster Abbey Choir School and she has given your name as a referee.

I do apologise for troubling you but I would be very grateful for your candid comments on **<his/her>** suitability for the post together with any information you can give which might help us to make a wise appointment. I enclose a job description.

Please could you complete the enclosed questionnaire and send a covering letter which includes your comments, as far as you are able, on **<his/her>** suitability for the appointment, personality and character, teaching ability, organisational skills, efficiency, experience with the 8-13 age range and, crucially **<his/her>** ability to work as a key member of a very small team of staff.

Please return your letter and questionnaire in the pre-paid envelope provided. All references are then passed to the Headmaster who will then contact you by telephone in order to confirm the authenticity of the reference. References are treated in the strictest confidence, but please indicate if you are not agreeable to the reference being disclosed to the candidate.

We would be extremely grateful to receive your reply prior to the interview date which is If you have any queries then please do not hesitate to contact me on 0207 654 4863

I am extremely grateful and once again I do apologise for burdening you with this.

Yours sincerely,

Head of HR



Appendix 8b
Reference Enquiry form Teaching Staff



Westminster Abbey Choir School
Dean's Yard, London SW1P 3NY Tel: 020 7654 4918

To:
Request for a reference in respect of:
In regard to application for:

Please confirm the following details

The applicant's period of employment with you:	
From:	To:
The applicant's current or most recent job title with you:	
The main duties and responsibilities of that post:	
The applicant's reason for leaving your employment:	
How long have you known the applicant?	
In what capacity do you know him/her?	
Please give details of any absences due to illness in the person's most recent two years of employment with you:	
Did the applicant perform his/her duties satisfactorily? Yes <input type="checkbox"/> No <input type="checkbox"/>	
In No, please provide details of any areas needing improvement and any remedial action taken:	



Are you completely satisfied that the applicant is suitable to work with children? Yes <input type="checkbox"/> No <input type="checkbox"/>
If No, please provide specific details of your concerns and the reasons for your doubts:
To the best of your knowledge has the applicant ever had any allegation made against them, or been under investigation, in regard to his/her behaviour towards children? Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, please give full details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was? (continue on a separate sheet if necessary)
Has the applicant been the subject of a disciplinary action in respect of which penalties or sanctions remain in force? Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, please give full details of the nature and date(s) of the misconduct and of the penalty or sanctions still in force.
Has the applicant been the subject of any disciplinary action relating to his/her suitability to work with children in which penalties or sanctions were imposed but have since expired? Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, please give details of the nature and date(s) of the misconduct and of the penalty or sanctions that were imposed.
Would you re-employ the applicant? Yes <input type="checkbox"/> No <input type="checkbox"/>
If No, please say why:

Printed name:
Signature:
Position:
Organisation:

Appendix 8c



Reference request letter Visiting Teachers



Westminster Abbey Choir School

Dean's Yard, London SW1P 3NY Tel: 020 7654 4918

e-mail: headmaster@westminster-abbey.org

Dear

Candidate

We are seeking to use the services of **<name>** as a **<position>** at Westminster Abbey Choir School and **<he/she>** has given your name as a referee. This will involve providing individual tuition to a number of boys in the school. **(or amend as appropriate)**

I do apologise for troubling you but I would be very grateful for your candid comments on **<his/her>** suitability for the post together with any information you can give which might help us to make a wise selection decision.

Please could you complete the enclosed questionnaire and send a covering letter which includes your comments, as far as you are able, on **<his/her>** suitability for the appointment, personality and character, teaching ability, experience with the 8-13 age range and, crucially **<his/her>** ability to work in close collaboration with a very small team of staff.

Please return your letter and questionnaire in the pre-paid envelope provided. All references are then passed to the Director of Music **(or Headmaster as appropriate)** who will then contact you by telephone in order to confirm the authenticity of the reference. References are treated in the strictest confidence, but please indicate if you are not agreeable to the reference being disclosed to the applicant.

We would be extremely grateful to receive your reply prior to the interview date which is If you have any queries then please do not hesitate to contact me on 0207 654 4863

I am extremely grateful and once again I do apologise for burdening you with this.

Yours sincerely,

Head of HR



Appendix 8d
Reference Enquiry form Visiting Teachers



Westminster Abbey Choir School
Dean's Yard, London SW1P 3NY Tel: 020 7654 4918

To:
Request for a reference in respect of:
In regard to application for:

Please confirm the following details

How long have you known the applicant?
In what capacity do you know him/her?
Are you completely satisfied that the applicant is suitable to work with children? Yes <input type="checkbox"/> No <input type="checkbox"/>
If No, please provide specific details of your concerns and the reasons for your doubts:
To the best of your knowledge has the applicant ever had any allegation made against them, or been under investigation, in regard to his/her behaviour towards children? Yes <input type="checkbox"/> No <input type="checkbox"/>



If Yes, please give full details of the nature and date(s) of the allegation(s), and if known, by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was? (continue on a separate sheet if necessary)

If you use, or have used the services of this applicant in a similar capacity, would you use their services again?

Yes No

If No, please say why:

Printed name:

Signature:

Position:

Organisation:



APPENDIX 10

Continuing Awareness

Continuing awareness

Observation and awareness should follow the recruitment of all staff. The school code of conduct and safeguarding policy should be given to staff as part of the induction process and system of supervision and appraisal should consider whether the member of staff meets the accepted standards of performance and conduct.

All staff should be given a copy of KCSIE - part 1 and they should be fully aware of what to do if they have concerns about a colleague, including the whistleblowing policy.