




# Recruitment and Selection Policy

February 2019

# The St. Bart's Academy Trust

## Recruitment and Selection Policy

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# 1. Introduction

## 1.1. Legislation, Regulations and Statutory Requirements

The St. Bart's Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The purpose of this document is to provide a framework for the recruitment and selection of all staff. The policy has been written in line with the principles of Keeping Children Safe in Education and Safer Recruitment practices.

The development, promotion and maintenance of an effective, efficient and fair recruitment and selection policy, is a key function within the commitment to safeguard. It is also fundamental to developing a committed workforce, represented by all sections of the community, including disadvantaged and under-represented groups.

In addition to Safeguarding, Governors and Principals must be aware of the Employment Legislation that affects Recruitment Practices. Further advice on Employment Legislation can be sought from HR.

Fair recruitment and selection should be clear, transparent and consistent, to enable scrutiny if necessary. Failure to uphold such a process could result in the Academy being subject to legal action at an Employment Tribunal.

It is unlawful to have arrangements for recruiting and selecting employees which discriminate directly or indirectly or show an intention to discriminate unlawfully against particular groups of people. There is an unlimited compensatory arrangement for any successful discrimination claims.

## 1.2. Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Before beginning employment at the Academy an individual will be asked to complete an online Enhanced DBS application. In exceptional circumstances, an individual may start their employment pending DBS clearance; however the Academy must ensure that the application has been processed and forms have been sent to the DBS for processing and that a risk assessment has been carried out.

When the DBS has been processed the Academy will view the certificate on the DBS system and can view if there is any information regarding any cautions/convictions/binders. The suitability for employment of a person with a positive DBS disclosure will vary, depending on the nature of the job and the details and circumstances of the cautions/convictions/binders. If a positive DBS is received then the Principal must decide whether the individual can be cleared for appointment or whether further investigations are needed. For further details please contact HR who will direct you to the guidance for managers when receiving positive DBS disclosures.

It is not possible to accept a DBS that has been cleared under another authority / organisation as they are not transferable. Any employee who has had a break in service will need to complete a new DBS form.

However, if an employee has signed up to the Update Service an online check can be completed using the employee's current DBS certificate information. For further advice please contact HR.

The details of the DBS Disclosure need to be recorded on the Single Central Record.

HR are available to assist with any queries regarding DBS Disclosures.

## 2. Recruitment

The following provides details of all stages in the recruitment process and can be followed using the 'Recruitment and Selection Flow Chart' contained in Appendix 1 of this document.

### 2.1. Reviewing the Need for Recruitment

Reviewing the need to recruit to a vacancy should be the collaborative role of the Principal, Local Governing Committee (LGC) and Deputy CEO of Operations.

When a vacancy occurs, careful consideration should be given to the need to fill the post. Adequate staffing levels need to be maintained to ensure service delivery does not suffer. However, it may be possible to use this as an opportunity to restructure or redistribute the workload to reflect the changing needs of the Academy.

### 2.2. Role of Planning

The role of planning for effective recruitment and selection is paramount, particularly in light of the additional time required to undertake the necessary checks on applications received. Therefore, it is strongly advised that the following aspects are considered, prior to advertisement;

- Who will be involved in the process and their role / responsibilities
- Decide on the requirements for the post – qualifications, skills, experience, etc (this will inform the Person Specification)
- Decide which advertising medium to utilise (see Section 2.4 'Advertising')
- Formulate an Action Plan;
  - Identify key dates for when advertising will be required
  - Identify who will be included on the interview panel and which interviewer is preferably trained in safer recruitment (if applicable)
  - Closing date for applications
  - Shortlisting, interview and test dates

### 2.3. Job Descriptions and Person Specifications

Job descriptions and person specifications are vital documents within the recruitment and selection process. They identify what is required and the role and key responsibilities of the postholder for the effective running of the Academy. They also inform the wording of the advertisement and help to attract candidates. The person specification is integral to the short-listing and interview process and the job description integral to the interview questions. It is therefore imperative that they accurately reflect the duties and responsibilities and the skills and experience of the postholder. An inaccurate job description or person specification can result in poor appointments and increased recruitment costs.

The job description is an outline of the main responsibilities of the post. Many Support Staff posts will have a generic job profile available from Steve Jones ([sjones@sbmat.org](mailto:sjones@sbmat.org)). Wherever appropriate, this should be utilised. Teaching colleagues do not have generic job descriptions, therefore it is important for Principals to liaise closely with appropriate colleagues to ensure that the job descriptions reflect the roles and responsibilities required of the postholder. Whether the post is Teaching or Support Staff, all job descriptions should clearly state the postholder's responsibility for promoting and safeguarding the welfare of children and young people that they may be responsible for and/or come into contact with.

A person specification should be formulated from a job description (see **Appendix 2** for suggested format). This should identify appropriate qualifications, skills, abilities, experience and knowledge which the successful candidate needs to possess in order to undertake the requirements of the role. The person specification should be utilised to short-list candidates, and therefore thought should also be given as to how the factors that cannot be identified in an application form can be demonstrated through the selection methods. Specifically with regard to safeguarding, the following statement should be included;

In addition to a candidates' ability to perform the duties of the post, the interview will also 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;
- Attitudes to use of authority and maintaining discipline

The job description and person specification should be included in the Recruitment Information Pack (see Section 2.5).

## 2.4. Advertising

### 2.4.1. How to Advertise

All advertisements, whether internal or external, should state the Academy's commitment to safeguarding and promoting the welfare of children and young people. There should also be a reference to the requirement for new appointments to undertake an Enhanced DBS Disclosure.

The specified pro-forma (**see Appendix 3**) should be completed and sent to Josephine Edwards ([jedwards@btsa.org](mailto:jedwards@btsa.org)). The Principal may wish to advertise a post internally for employees within their particular Academy. At the very minimum the job vacancy must be advertised on the Academy notice board or if applicable to the Trust, on the Trust intranet.

External advertisements may be placed in a variety of publications/websites. All external adverts must be uploaded to the SBMAT website.

Recruitment via word of mouth, direct approach, unsolicited applications etc, is likely to be discriminatory and is contrary to the Academy policies and good employment practice. This form of recruitment could also lead to claims of indirect discrimination from potential applicants.

### 2.4.2. Wording of Adverts

All advertisements, whether internal or external, should state the Academy commitment to safeguarding and promoting the welfare of children and young people for example; 'The Academy is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the DBS.

The advert needs to be attractive to suitable candidates, but also be informative enough to discourage those that may not be suitable for the post. It is advisable to prepare Recruitment Information Packs in advance of the advert appearance.

The advert should not indicate or imply any form of discrimination, except where a Genuine Occupational Qualification or Requirement applies. When composing the advertisement, consideration should be given to all aspects of the discrimination legislation (disability, sex, race, religion or belief, sexual orientation, age). Further guidance may be sought from HR.

In very limited circumstances, discrimination on grounds of a Genuine Occupational Qualification or Requirement may be lawful. An example of a Genuine Occupational Qualification or Requirement, would be the advertisement for a practising Catholic Headteacher for a Catholic Primary School, as it would be the Headteacher who delivers and leads on religious education within the School. It would be discriminatory, however, to advertise for a practising Catholic Office Manager in a Catholic Primary School, as the administrative staff would not deliver religious education. Further guidance can be sought from HR.

### 2.4.3. Time Constraints

A closing date for applications should work in line with the advert deadline and appearance date. It is preferable to allow two weeks between advert appearance and the closing date. Time should be planned following the closing date for the shortlisting and interviewing of candidates, it is good practice to include dates for interview within the advert.

## 2.5. Recruitment Information Pack

The Recruitment Information Pack should contain the following items,

- Covering letter (**See Appendix 4**)
- Job Description and Person Specification
- Application Form

- Relevant additional information (e.g. information about the Academy, or the City etc.)

The covering letter should detail: information regarding potential interview dates, if unsuccessful applications will be responded to, contact details for informal discussion, return address and closing date (which should be no later than 5pm on the date specified). Decisions to accept late applications will rest with the Academy, but under no circumstances should applications be accepted after short listing has taken place.

Curriculum Vitae (CVs) should not be accepted under any circumstances. To accept CVs would be contrary to the fair recruitment and selection and safer recruitment policy and principles.

It is the responsibility of the recruiting manager to ensure that each section has been completed fully (see Section 3.1 Shortlisting). In addition, the application form also informs that references will be requested for all short-listed candidates prior to interview. Further checks for Teaching applicants include; DfES number and confirmation of Qualified Teacher Status (QTS) Requests, for support staff applicants; any relevant qualifications associated to the post.

## 3. Selection

### 3.1. Shortlisting

Once the closing date has expired and applications have been received, the short-listing process may take place.

The short-listing panel should be the same panel which is involved with the interviews and where possible consist of 3 people, preferably one who is safer recruitment trained. Each panel member should be familiar with the job requirements. They should be provided with all documentation in relation to the post, for example, the candidate application form, job description, person specification and copy of advert.

At this stage, as a safeguarding measure, it is imperative that an individual's employment history is scrutinised to ensure that there are no discrepancies or gaps in employment. Further investigation into repeated changes of employment or any unusual patterns or occurrences should be made and verified.

The pro-forma contained in **Appendix 5** should be used to short list candidates. Job related criteria should be numbered so that it corresponds with the numbers on the pro-forma. The short listing panel can then indicate whether, based on the information within the application form, the candidate meets each criterion. This allows for clear, objective feedback to be provided to unsuccessful candidates and it also is an important part of the recording aspect of the recruitment process. Application forms from all candidates and any interview notes, should be retained for a minimum of nine months following an appointment.

### 3.2. References

It is essential, in accordance with safeguarding and good recruitment practice, for the applicant to provide at least two referees – one of which must be the present or most recent employer (if now unemployed). If an applicant is not currently working with children, an additional reference should be sought from the employer that has previously employed them in a role that involved working with children.

Recruiters should not accept any testimonials or open references provided by candidates.

By seeking references, the recruiter is able to ask referee specific questions in line with the job description, person specification and other relevant information. It is suggested that reference forms (**see Appendix 6**) are used to help gain as much valuable information about the candidate as possible. A covering letter template is provided for convenience (**see Appendix 7**).

Should a reference contain information regarding previous disciplinary offences or action, or any allegations made against the applicant, these should be considered contextually. Clearly if the issues are not concluded or repeat offences have occurred, these should be treated with caution. Further support and guidance can be obtained from HR.

Under GDPR guidelines organisations need explicit consent from the individual in order to release disciplinary, absence management and performance records. This applies to both providing and requesting a reference. For convenience a template to request consent is provided (**see Appendix 10**).



If consent is not provided further advice must be sought from HR.

### **3.3. Tests and Selection Methods**

A decision should be on which selection/testing methods will be used at an early stage. Some examples that may be considered are listed below;

- Classroom observation, presentation, data analysis, case studies, presentation, in-tray exercises, observation, computer based exercise, student panel.

If any method is to be used in addition to interview, the candidates should be advised in their invitation to interview letter. Full information should be offered to the candidates regarding which method will be used and any additional relevant information e.g. there will be a requirement to prepare a parent newsletter using Microsoft Publisher. If there is a requirement for candidates to offer a presentation, they must be informed of the context, how long they will be given to present and any equipment that is available to assist them.

Selection/testing methods should be applied fairly, consistently and transparently to all short-listed candidates.

### **3.4. Interview**

#### **3.4.1. The Interview Schedule and Letters of Invite**

The Interview Schedule should be formulated in advance of the invitation letters.

The invite to interview should be sent in a timely manner, i.e. preferably allowing at least five working days between receipt and interview date. If this is not achievable, it is suggested that contact be made by telephone which may then be confirmed with an invitation letter. A template of the invite letter can be found at **Appendix 8**.

#### **3.4.2. Involvement of Pupils / Students**

The involvement of pupils and students in the selection process should be carefully managed. Consideration needs to be given, as to how such information would inform the decision making process, when appointment is made.

#### **3.4.3. Interview Questions**

These should be formulated in line with the selection criteria. A list of generic questions should be formulated i.e. questions that will be asked of every candidate, although dependant on their answer, a different line of probing may take place so that no candidate is treated less favourably. Questions that are unrelated to the role, e.g. asking if a person is married, are inappropriate and could be discriminatory.

The style of questioning should be refined, so as to encourage a full response. Therefore, interviewers should ask 'open' questions for example How, Where, Why, What, Who questions. The object of questioning is to assess an individual's suitability for the post, namely whether they meet the selection criteria and can provide examples of this. The use of scenario style questioning can also be helpful.

#### **3.4.4. The Test**

The recruiter should ensure that appropriate locations and/or equipment are available for any selection/testing methods. The candidate should be alerted to what is available to them and time restrictions. If the test involves use of IT, ensure that the equipment is fully functioning and that the candidate cannot access any part of the system that is not appropriate. Should the testing method not involve the interview panel's presence, provision must be made for a person to collect the candidates, instruct, time the test and despatch once completed.

#### **3.4.5. The Interview Panel**

Consideration must be given to the size of the panel in relation to the nature of the post. In normal circumstances the interview panel should consist of no fewer than two persons where possible 3 people, preferably one who is safer recruitment trained. To ensure fairness and consistency, the panel should consist of the same people throughout the recruitment process.

The panel must ensure that there is no conflict of interest and are required to declare whether they are related in any way to the applicants at the earliest stage of the process, if this occurs the panel member will need to withdraw from the recruitment and selection process to ensure fairness.

### **3.4.6. The Interview**

The panel should meet prior to the interview to establish roles, including deciding who will offer feedback to all candidates. It is also necessary to decide how any selection / testing will be assessed and how these results will relate to the interview outcome. Consideration of scoring thresholds should also be given.

The Interview Assessment Sheet (**see Appendix 9**) should list;

- Criteria against which the question (s) is being formulated
- Question resulting from each criterion
- Suggested essential factors to be included in the answer for each question

The Interview Panel Chair should welcome and introduce themselves to the candidate and explain the process/structure of the interview. Candidates should also be offered the possibility of asking their own questions.

Any self-disclosures made on the application form can be discussed at the interview stage.

Each panel member should make an assessment on the interview Assessment Sheet in relation to each of the selection criteria. Listed below is a suggested marking scheme:-

6 = Excellent

5 = Good

4 = Satisfactory

3 = Less than satisfactory

2 = Poor

1 = Very poor

Marks should then be compared, and a common mark agreed by the Panel, by way of discussion and reference to the interview notes. Do not average out differences in marks. Agreement must be reached by all panel members. Selection testing assessments should be considered at this point.

The panel should identify the successful candidate through their interview score and results from any relevant tests or classroom observations. If the panel conclude that there are no successful candidates in this recruitment cycle, the Academy may wish to re-advertise the post.

## **3.5. Appointment**

### **3.5.1. Offers of Appointment**

The Chair of the Interview Panel should offer the successful candidate the post, making it clear that the offer is conditional subject to receipt of satisfactory, DBS, references and medical clearances and a successfully completed probationary period where appropriate.

Upon acceptance, the appropriate appointment form should be completed and sent to HR so that they may formally issue the offer of appointment. Verbal offers and acceptances constitute legally binding agreements.

### **3.5.2. Unsuccessful Candidates**

It is recommended that unsuccessful candidates are contacted as soon as possible by a member of the panel. Constructive feedback should be offered, but it may be that a more convenient time needs to be arranged to allow this to happen.

### 3.6. Mandatory Checks

The following checks should be made prior to appointment. References should have also been sought as detailed in 3.2.

#### 3.6.1. ID Checks

Prior to any offer of employment, the prospective employer should satisfy themselves that the person is who they claim to be. Candidates should therefore have brought with them proof of identity. Ideally, one item of evidence should be of a photographic form which details the individual's address i.e. photocard driving licence or a passport. Contact HR for a full list of which documents may be accepted and what to do if no photographic evidence is available.

If a worker is provided by a third party, e.g. a recruitment agency, the ID checks above will also apply.

Original documents only should be seen – a photocopy will not suffice and should not be accepted.

#### 3.6.2. Qualifications

Candidates should provide evidence of their qualifications when they arrive for interview. Examples of evidence would be; certificates, diplomas or a letter from the awarding institution. If original documentation is not available, a certified copy should be obtained by the candidate. No other copies should be accepted. For Principals and Teachers, proof of QTS and DfES number should also be obtained.




Copies of qualifications and registrations should be kept on the employee's personal file in accordance with safeguarding recommendations. These details should not be utilised for any other purpose than that for which they have been required, in line with GDPR.

#### 3.6.3. Teaching Assistant (TA) Qualifications

From February 2019, The St. Bart's Academy Trust require all newly recruited Teaching Assistants to hold GCSE English Language and Mathematics minimum Grade 4 or C in accordance with the table below. Any existing staff seeking to gain promotion may be subject to qualification evaluation.

Approximate equivalences for GCSE, O-Level and CSE grades					
GCSE Grade				O-Level Grade	CSE Grade
England from 2017 <a href="#">a</a>	Northern Ireland from 2019 <a href="#">b</a>	Wales from 1994 England, NI 1994–2019 <a href="#">c</a>	1988–1993	1975–1987 <a href="#">d</a>	1965–1987
9	A*	A*			
8	A	A	A	A	
7					
6	B	B	B	B	
5	C*	C	C	C	1
4	C				
3	D	D	D	D	2
	E	E	E	E	3
2	F	F	F	U	4
1	G	G	G		5
U	U	U	U		U

## Notes:

-  GCSE grades 9 to 4 (A\* to C) – Certificate and qualification awarded. At GCSE, considered a 'good pass', and awards a qualification at Level 2 of the [RQF](#).
-  GCSE grades 3 to 1 (D to G) – Certificate and qualification awarded. At GCSE, awards a qualification at Level 1 of the [RQF](#).
-  U: ungraded/unclassified – no certificate or qualification awarded
- [^a](#) 9–1 grades phased in by subject between 2017 and 2019 in England
- [^b](#) New A\*–G grades in Northern Ireland from 2019<sup>[9]</sup>
- [^c](#) A\*–G grades as used in Wales since 1994, and in England and Northern Ireland between 1994 and 2019
- [^d](#) Before 1975, each exam board had its own grading system (some used letters, others numbers). Grades were only given to schools and not recorded on students' certificates

### 3.6.4. Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS)

All Teachers must hold Qualified Teacher Status (QTS)

For Teachers who have obtained QTS after 7th May 1999, verification should be obtained that the statutory induction period has been successfully completed.

As part of the recruitment process the Academy should obtain verification that Teachers hold Qualified Teacher Status.

In exceptional circumstances, the Academy may consider employing an unqualified Teacher / Instructor, whilst attempting to recruit a qualified Teacher. This is not recommended and should be avoided wherever possible.

### 3.6.5. Asylum and Immigration Checks – Eligibility to Work in the UK

Employers must ask candidates for proof of eligibility to work within the UK. If there are any doubts regarding a person's eligibility, contact HR for further advice. Checks of eligibility to work in the UK should be recorded on the Single Central Record. For full information on what ID can be accepted to prove eligibility to work in the UK please visit <https://www.gov.uk/government/publications/right-to-work-checks-employers-guide>.

### 3.6.6. Applicants who have lived/worked overseas

Nationals of countries within the European Economic Area (EEA) do not need permission to take employment within the UK and may be employed on the same basis as a UK National. There are, however, some reservations regarding this statement, Full guidance can be found at [www.gov.uk/visa-immigration/](http://www.gov.uk/visa-immigration/).

Overseas Trained Teachers, as stated in the Education (Specified Work and Registration) (England) Regulations 2003, may work as an Unqualified Teacher in a Academy (not a PRU) for up to four years, provided they have completed professional teacher training recognised by an appropriate competent authority in that country. Following the four year period, the individual must have obtained QTS.

In addition to a DBS, if any candidate has worked or been resident overseas for longer than three months, within the previous five years, including UK citizens who have worked or lived overseas, there is a requirement for them to apply for a 'Certificate of Good Character'

The employee will carry out this check in line with Home Office and DBS guidance. Details of this process can be accessed via:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

### 3.6.7. Medical Clearance

Medical clearance must be sought in respect of all appointments. This should be carried out immediately upon offer of the position, such offer being conditional upon medical clearance. HR will issue the appropriate forms with the offer of employment.

Medical clearance through the Occupational Health Unit will be required for casual staff and therefore will need to fill in a medical questionnaire, which will be referred to Occupational Health if appropriate.

**Please note: the above process does not contravene the Equality Act 2010.** Those individuals whom are considered to have an illness, condition or disability that has a long term effect on their ability to carry out normal daily activities may be covered by the Equality Act 2010 and should not be treated any less favourably. Therefore, if an individual has a condition, advice should be sought from HR regarding reasonable adjustments that may need to be made to an individual's work place, e.g. Access to Work assessment, additional risk assessments, equipment requirements, consideration of working routine, etc.

### **3.6.8. Single Central Record of Recruitment and Vetting Checks**

Academies should keep and maintain a Single Central Record of Recruitment and Vetting Checks. This should record all staff who are employed to work at the Academy, all staff that are employed as supply staff, volunteers, governors who work as volunteers and people who are not staff members but provide teaching or instruction. In addition, contractors, PFI and sub-contractors and work experience will also be subject to enhanced DBS's.

## **4. Final Steps and Considerations**

### **4.1. Induction**

An induction programme should be provided for all staff and volunteers newly appointed to the Academy, regardless of their previous experience. At its most basic level, the programme should cover;

- Code of Conduct
- Health and Safety
- Fire Muster Points
- Domestic Information
- Union/Professional Association information
- Policies and Procedures – including, Disciplinary and Grievance, Supporting Attendance, Respect at Work, Capability, Whistleblowing and Confidential Reporting, Safeguarding Children and Safer Recruitment, Physical Intervention, Internet Usage etc.
- Safe practice and the standards of conduct and behaviour expected of staff and students/pupils within the Academy
- Attendance at child protection training appropriate to the person's role should also be arranged.

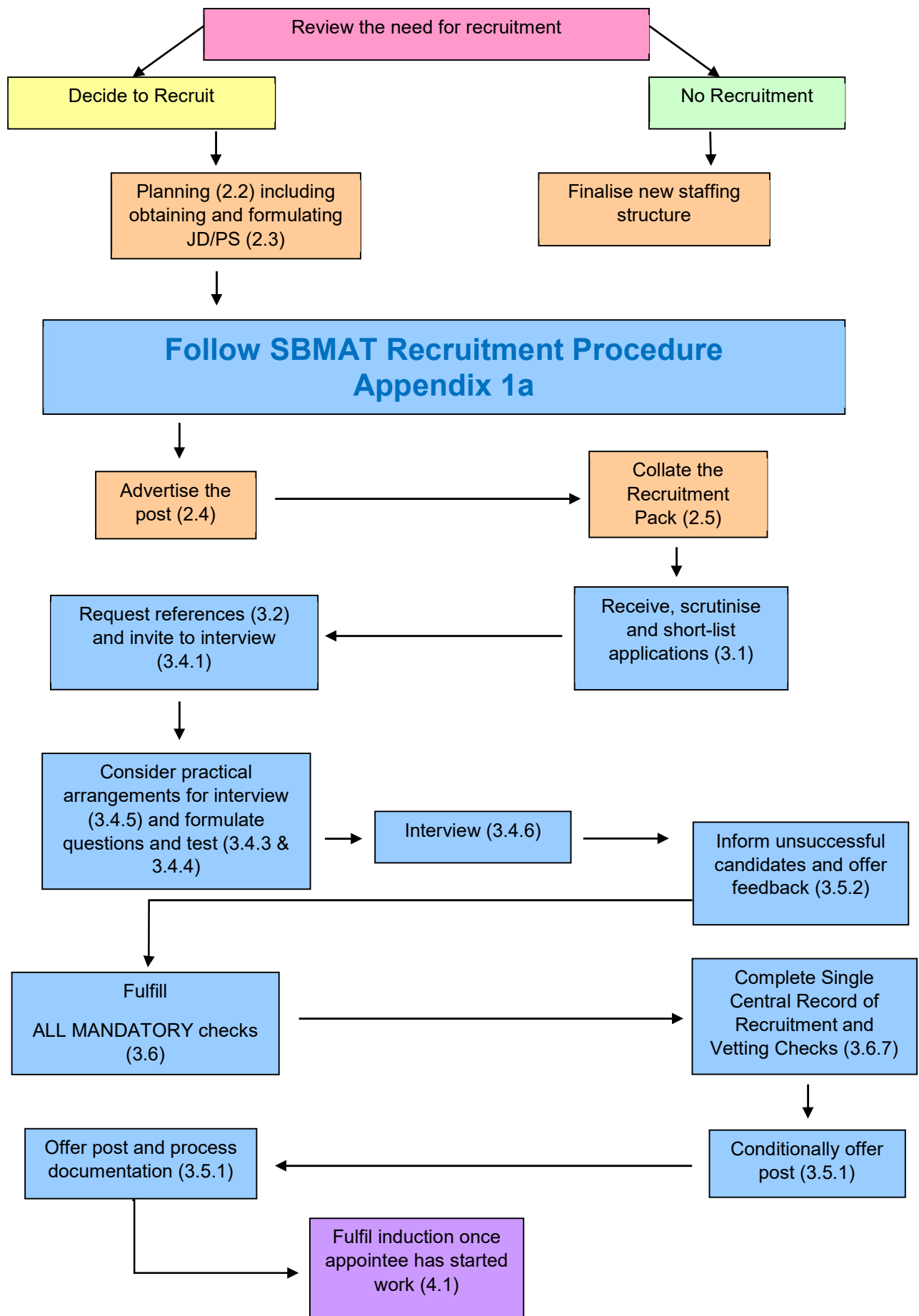
### **4.2. Evaluation of recruitment and selection methods**

On completion those involved should review each stage of the process to identify successes and to consider constructive suggestions for the continuous improvement of the process for future recruitment.

## **5. Process for complaints**

Any complaints about the recruitment and selection process should be sent to the Academy.

## Appendix 1 – Recruitment and Selection Flow Chart



## The St. Bart's Multi-Academy Trust Recruitment Procedure



# The St. Bart's Academy Trust

## Job Description



**Job Title:** XXXXXX

**Grade:** XXXXXX

### Job Purpose

XXXXXX

### Key Duties / Responsibilities

1. XXXXXX
2. XXXXXX
3. XXXXXX

### Person Specification

**Minimum Essential Requirements** - Evidenced by: **a:** application form **b:** test **c:** interview

	a	b	c
XXXXXX	✓		
XXXXXX	✓		✓
XXXXXX			



## Appendix 3 -

### STANDARD ADVERT REQUEST FORM – SCHOOLS/ACADEMIES

SCHOOL DETAILS	
Name of Recruiting Manager:	
Recruiting Manager Contact Number:	
School Name:	
Please provide DFE number:	
Please select the type of school you fall under:	<input type="checkbox"/> Academy <input type="checkbox"/> LA Stoke <input type="checkbox"/> LA Staffordshire <input type="checkbox"/> Catholic <input type="checkbox"/> Foundation <input type="checkbox"/> Trust
If you are part of a Federation/Trust, please specify the name:	
Address Line 1:	
Address Line 2:	
Address Line 3:	
Address Line 4:	
Post Code:	
POST DETAILS	
Job Title:	
Is this position vacant and accurate in your structure?	
Cost Centre:	
Academic subject area (if applicable):	
Working Hours:	
Work Pattern (working days):	
Number of posts available:	
Contract Type:	
Fixed term end date (if applicable):	
Salary Grade:	
SCP/Salary Point:	
TLR (e.g. TLR 1, £2500):	
SEN (e.g. £2,500) (if applicable):	
ISR Range (if applicable):	
Other Entitlements (if applicable)	
Please select the appropriate job group for your advert	
School/Academy Leadership <input type="checkbox"/>	School/Academy Teaching <input type="checkbox"/>
School/Academy Support <input type="checkbox"/>	Education – School Based <input type="checkbox"/>
VACANCY CONTACT DETAILS	
Name:	
Telephone Number:	
Email Address:	
ADVERTISING	
Would you like to advertise this vacancy on WM Jobs for a fee of £30 plus VAT?	Yes <input type="checkbox"/> No <input type="checkbox"/>

If you would like to advertise this vacancy in any other specialist publications please list them here and the Employee Resourcing Team will obtain costing for you:	
Advert Closing Date:	

<p><b>ADVERT TEXT – <i>Please state your advert text here.</i></b>  Please ensure that the advert text is well structured, clear and engaging for applicants to read!</p>

<b>DECLARATION AND AUTHORISATION</b>			
<p>By completing this advert request form I am authorising that, in accordance with Financial Regulations, the full cost of the above appointment, if made, can be met from within the school budget.</p> <p>Please note that your advert will be processed within 4 Working days of us receiving all of the required information. This form should be completed for all advert requests and we will not accept advert requests in any other format.</p> <p>Please submit your completed advert request form to <a href="mailto:schoolsrecruitment@stoke.gov.uk">schoolsrecruitment@stoke.gov.uk</a> or <a href="mailto:externalbusinesspayroll@stoke.gov.uk">externalbusinesspayroll@stoke.gov.uk</a></p>			
Name of authoriser:		Date Authorised:	

**Vacancy Reference Number** (*Office Use Only*):

## Appendix 4

### Model Recruitment Pack Covering Letter

ACADEMY LETTERHEAD  
DATE

Dear #####

#### **Appointment of #####**

Thank you for your recent enquiry concerning the above appointment. Please find enclosed an information pack and application form. If you require any further information on the specific duties of the post please contact ##### on 01782 #####, who will be pleased to assist you.

Your information pack contains:

- Application Form
- Job Description
- Person Specification
- Information about ####

Please ensure that both parts of the application form are completed i.e. Section A and B and that any additional correspondence submitted states only the job reference and your candidate number, not your name. **Curriculum Vitae are not accepted and will not be considered during the shortlisting stage.**

Completed application forms should be returned to the above address by no later than 5:00 p.m. on #####. Any electronic application forms can also be sent to our e-mail address, #####@#####

Please note that if you are offered this position you will be required to undertake a criminal records background check (DBS), as per our advertisement.

The Academy anticipates a large number of applications in response to each job advertised and, in the interests of economy, it is not possible to reply, in writing, to those applicants who have not been selected for interview. If you have not been contacted within 8 weeks of the closing date you may assume that, on this occasion, your application has been unsuccessful.

Thank you for the interest you have shown by applying for a position within #####.

Yours sincerely

#####



<b>Academy:</b>


1.
2.
3.

20 of 32



## Appendix 6

# Employee Reference Request Form

**Academy: XXXXXX**



<b>Name of Applicant:</b>	<b>Post Applied for:</b>
---------------------------	--------------------------

<b>Name of Referee:</b>	
<b>Name of Company / Organisation</b>	<b>Contact Telephone Number for enquiries about this reference:</b>
<b>Position:</b>	<b>Working relationship with Applicant</b>
<b>Date of Commencement with you:</b>	
<b>Job Title/Capacity in which they were employed:</b>	
<b>Please give a outline of main duties</b>	
<b>Number of Hours employed per week:</b>	
<b>Current salary or salary on leaving</b>	
<b>How would you describe their time keeping and punctuality?</b>	
<b>Your opinion of the applicant's strengths</b>	
<b>Your opinion of the applicant's weaknesses</b>	
<b>Are you aware of any criminal convictions (other than those as defined under the Rehabilitation of Offenders Act as spent) recorded against her/him? If so, please specify details.</b>	
<b>Please state in your opinion the applicants suitability for the post that they have applied for in relation to:</b>	
<b>Integrity?</b>	
<b>Reliability?</b>	
<b>Relationships with boss, peers, customers etc.?</b>	

<b>Professional expertise?</b>	
<b>Ability to work as part of a team?</b>	
<b>Suitability for the post applied?</b>	
<b>If no longer employed on what date did they leave, and what was the reason for leaving?</b>	
<b>Do you know of any reason why we should not employ her/him? If yes please specify</b>	
<b>Would you re-employ? If no please specify why</b>	
<i>Please provide, any further information or comments which you wish to offer about their ability to perform in the job applied for (you may use a separate sheet if necessary)</i>	
<b>Referee Signature:</b>	<b>Date:</b>

**For Office Use only - Manager Approved Reference**

<b>Print Name/Title:</b>	<b>Signature:</b>	<b>Date:</b>

**For Office Use only - Validated by:**

<b>Print Name/Title:</b>	<b>Signature:</b>	<b>Date:</b>



# Employee Reference Request Form

## Additional Information

**Academy: XXXXXX**



<b>Name of Applicant:</b>	<b>Post Applied for:</b>
---------------------------	--------------------------

**Consent has been given for the following information to be released – please see attached**

<b>Please give details of the applicants absence records e.g. number of days and number of occasions in the last two years.</b>	
<b>Is/Was the applicant subject to any disciplinary action during their employment with you? If yes please give brief details:</b>	
<b>Was any disciplinary action pending against the individual or disciplinary investigation being conducted at the time s/he left your employment? If yes please give details.</b>	

<b>Referee Signature:</b>	<b>Date:</b>
---------------------------	--------------

**For Office Use only - Manager Approved Reference**

<b>Print Name/Title:</b>	<b>Signature:</b>	<b>Date:</b>
--------------------------	-------------------	--------------

**For Office Use only - Validated by:**

<b>Print Name/Title:</b>	<b>Signature:</b>	<b>Date:</b>
--------------------------	-------------------	--------------

## Appendix 7

### Model Reference Request Covering Letter

ACADEMY LETTERHEAD  
DATE  
REFEREE ADDRESS

Dear

#### REFERENCE REQUEST –

##### has applied for the post of ##### within ##### and has given your name as a referee.

I should be most grateful if you could provide a reference for ### by completing the reference request form enclosed. This form has been designed to provide some specific information, as well as enabling you to express your opinion of their suitability for the post for which they have applied.

A copy of the job description and person specification for the post is also enclosed for your reference.

I would be grateful if you would give this matter your urgent attention and forward the completed form to me at the above address as soon as possible or if you prefer, please email the completed form to xxxxxxxx.

Should you have any queries regarding this letter, please do not hesitate to contact me.

Finally, thank you in advance for your help and consideration in this matter.

Yours sincerely

#####

## APPENDIX 8

Ref: «Vacancy\_ID»/«Applicant\_ID»  
Date: 28 April 2020  
Direct Dial: (01782) 23«Office\_Number»  
E.mail: «Email\_Address»

«Title» «Preferred\_Name» «Surname»  
«Address»  
«Address\_2»  
«Address\_3»  
«Town»  
«County»  
«Postcode»

Dear «Title» «Surname»,

### **Appointment of «Description1»**

Further to your application for the above post, I am pleased to inform you that you have been short-listed for interview, the details of which are shown below:

Date: «Interview\_Date»  
Time: «Start\_Time»  
Location: «Location» «Address1» «Address\_21» «Address\_31» «Address\_4» «Town1»  
«Postcode1»

Please report to the main reception on arrival. Please bring along your passport or original birth certificate along with a document giving your permanent National Insurance number and name i.e. a P45, P60, NI card or a letter from a government agency as proof of identification.

If unfortunately, you are not offered the post, please be assured that the details taken regarding your personal documentation will be destroyed.

Could you please telephone me on (01782) 23«Office\_Number» to confirm your attendance and to advise of any special needs or requirements to enable you to attend the interview.

Yours sincerely

«Preferred\_Name1» «Surname1»  
«Description»



## APPENDIX 9

### Candidate Assessment Form



Assessor Name		Post Applied for	
Candidate Name		Reference Number	
Candidate Contact Number		Assessment Date	

Question	Areas to be covered Essential Requirements and Competencies	Candidate Response	Score

--	--	--	--

### **Sample Candidate Scoring Guide**

<b>Score</b>	<b>Description</b>	<b>Relation to Job Performance</b>
<b>6</b>	<b>Excellent</b>	A full response which demonstrated in-depth knowledge and understanding of the subject/full possession of the requirement for superior job performance
<b>5</b>	<b>Good</b>	A good response which answered the question and showed depth of understanding and knowledge/ full possession of the requirement for effective job performance
<b>4</b>	<b>Satisfactory</b>	A response that was relevant and showed some understanding/ meets base requirements for adequate performance with scope for further development.
<b>3</b>	<b>Less than Satisfactory</b>	A response which was relevant but superficial and failed to demonstrate depth of understanding/ candidate requires significant further development to demonstrate the requirement satisfactorily.
<b>2</b>	<b>Poor</b>	A response which was inadequate but which had some relevance/ candidate falls well below the base requirement for adequate performance and is unlikely to demonstrate competency without a great deal of further development.
<b>1</b>	<b>Very Poor</b>	A response which is either not relevant or substantially lacks any depth of content

## APPENDIX 10

### Reference Consent

The Academy obtains references as part of the pre-employment process. As part of the reference details relating to your employment, our standard form asks for your absence record e.g. number of days and number of occasions in the last two years, details of any disciplinary records you might have on file and information on your conduct and performance.

Upon receipt of this data it would be reviewed by the appointing manager and HR will hold this information on your personal file for the duration of your employment, it would then be destroyed in line with current requirements.

In line with the new General Data Protection Regulation and Data Protection Act 2018, we require your consent to request this information from your referees.

In order to consent to the Academy requesting the information outlined above please sign and date the below to confirm that you are happy for us to proceed on this basis.

Name: .....

Signature: .....

Date: .....

Once completed, please return this form to:-

(insert details)



St. Bart's Multi-Academy Trust  
c/o Belgrave St. Bartholomew's Academy,  
Sussex Place, Longton, Stoke-on-Trent, Staffordshire, ST3 4TP  
[www.sbmat.org](http://www.sbmat.org) T: 01782 235524 F: 01782 235525