



Guidance

Organisation &
Management

Safeguarding Children

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Safeguarding Children
in Education

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Paragraph 9

Audience:

Local Education Authorities

Governing Bodies of
maintained schools

Governing Bodies of non-
maintained special schools

Corporations of Further
Education Institutions

Proprietors of Independent
schools

Head teachers of all schools

Principals of Further

Education Institutions

Employment Agencies and
Businesses that provide Staff
to schools

Safeguarding Children: Safer Recruitment and Selection in Education Settings



Safeguarding Children: Safer Recruitment and Selection in Education Settings

Summary

It is vital that schools and other education establishments adopt recruitment and selection procedures and other Human Resources management processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. This guidance provides advice about practice that should be followed to achieve that. It aims to assist all schools, including non-maintained and independent schools, Further Education institutions, and Local Authorities exercising education functions, to review and, where appropriate, modify their practice and procedure in ways that will strengthen safeguards for children by helping to deter and prevent abuse.

The guidance has been produced to accompany and support the on-line training introduced in response to Sir Michael Bichard's recommendation that Head teachers and school governors should receive training to ensure that the process of appointing staff reflects the importance of safeguarding children. However, it can be used without reference to that training. It supplements the guidance entitled "**Safeguarding Children in Education**" published by DfES in September 2004 and is relevant for the purposes of S175 and S157 of the Education Act 2002.

This guidance and information was up to date at the time of issue, June 2005. Copies of this document are only available by downloading from the website at: www.teachernet.gov.uk/childprotection/ Copies of "**Safeguarding Children in Education**" are also available from the website.

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Introduction

Context

1. Experience shows the importance of organisations that provide services to children operating recruitment and selection procedures and other Human Resources (HR) management processes that help deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Making safeguarding and promoting the welfare of children an integral factor in HR management is an essential part of creating safe environments for children.

Status

2. Local Authorities exercising education functions (LAs), the Governing Bodies of schools (including non maintained special schools) and Further Education (FE) institutions, and the Proprietors of Independent schools must have regard to this guidance in drawing up arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children/pupils as required under the Education Act 2002. In future OFSTED evaluations will include an assessment of whether an establishment operates recruitment and selection procedures that meet the recommendations in this guidance.

Audience

3. The guidance is written for:
 - a. all staff and governors who take part in recruiting and selecting people to work in schools, FE institutions, and LA education services;
 - b. people and organisations that provide Personnel or HR advice or services to those bodies;
 - c. employment agencies and businesses that provide supply teachers and other staff to work in schools and/or other education settings; and,
 - d. organisations that contract with LAs, schools, or FE institutions to provide services that involve their employees in working in schools/FE institutions or other education settings.It aims to assist those people and organisations to review and, where appropriate, change their practice and procedure in ways that will strengthen safeguards for children by helping to deter and prevent abuse.

Scope

4. The measures described in this guidance should be applied in relation to everyone who works in an education setting where there are children under 18 years of age who is likely to be perceived by the children as a safe and trustworthy adult. Those are not only people who regularly come into contact with children, or who will be responsible for children, as a result of their work. They are also people who regularly work in a setting such as a school when the pupils are present, who may not have direct contact with children as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the setting. This includes workers not on the payroll, e.g. staff employed by contractors, and unpaid volunteers.

Contractors

5. Local Authorities, schools, and Further Education institutions should ensure that the terms of any contract they let that requires the contractor to employ staff to work with, or provide services for, children for whom the LA, school or FE institution is responsible also requires the contractor to adopt and implement the measures described in this guidance. They should also monitor the contractor's compliance.

Volunteers

6. Volunteers are also seen by children as safe and trustworthy adults, and if a school is actively seeking 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, for example where a school approaches a parent who is well known to the school to take on a particular role, a streamlined procedure can be adopted - seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the person's aptitude and suitability, and undertaking a List 99¹ and a Criminal Record Bureau (CRB) check. In other circumstances, e.g. where a volunteer's role will be "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.
7. The principles set out in this guidance can be applied in other settings in which adults work with children, and guidance with a similar theme has been issued in the past in relation to looked after children by the Department of Health under the title "Towards Safer Care".

Further Advice and Guidance

8. This document is not a comprehensive guide to recruitment and selection or employment issues. It does not cover all the issues relevant to that subject. It is not a substitute for training in those areas, or in interviewing and assessment techniques. Head teachers and others who recruit and select staff and volunteers and manage services and establishments will need appropriate training as well as support and advice from their Personnel or HR adviser to ensure their practice satisfies the requirements of employment law.
9. More information about the issues covered in this document and the on line training package can be found on the National College for School Leadership web site at: www.ncsl.org.uk/ under the heading "Safer Recruitment". In addition the following websites provide information and advice about recruitment and selection or issues related to safeguarding and promoting the welfare of children and links to other useful sites and documents:

Chartered Institute of Personnel and Development

Good practice for recruitment practices and other personnel issues: www.cipd.co.uk

Criminal Records Bureau (CRB)

www.crb.gov.uk/ and www.disclosure.gov.uk

1 A list of people whose employment with children is prohibited or restricted by the Secretary of State for Education and Skills.

Department for Education and Skills (DfES)

Child Protection Website: www.teachernet.gov.uk/childprotection

School Governors Website: www.governornet.co.uk

Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training'
DfEE - Circular 4/99

www.dfes.gov.uk/publications/guidanceonthelaw/6_99/circa148.htm

Staffing Guidance Under Section 35 (8) and 36 (8) of the Education Act 2002: <http://www.governornet.co.uk/linkAttachments/New%20Staffing%20Guidance.pdf>

Every Child Matters Change for Children: <http://www.everychildmatters.gov.uk/>

Investigation & Referral Support Coordinators (IRSC)

Guidance on Safe Working Practice for the Protection of Children and Staff in Education Settings: www.teachernet.gov.uk/irsc

Employers' Organisation for Local Government

www.lg-employers.gov.uk

General Teaching Council for England (GTC)

www.gtce.org.uk

The Office for Standards in Education (OFSTED)

www.ofsted.gov.uk/

National Association for the Care and Resettlement of Offenders (NACRO)

Crime reduction charity and advice on resettlement of offenders.

www.nacro.org.uk

Recruiting ex-offenders: The employers' perspective:

<http://www.nacro.org.uk/publications/prisreset.htm#exoffenders>

10. The Department's detailed guidance about CRB checks is under review at present. Until new guidance issues, the guidance contained in DfES/0278/2002 - "Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service"; the letters that the Department sent to Local Education Authorities, schools, and Further Education institutions in Sept 2002; and DfES 0780/2002 - "Criminal Records Bureau: Managing the Demand for Disclosures" that was issued in December 2002, will remain in force.

Elements of Safer Practice

11. Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It starts with the process of planning the recruitment exercise, and, where the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. Main elements of the process include:
 - ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
 - that the person specification includes specific reference to suitability to work with children;
 - obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;

- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- a face to face interview that explores the candidate's suitability to work with children as well as his/her suitability for the post;
- verifying the successful applicant's identity;
- verifying that the successful applicant has any academic or vocational qualifications claimed;
- checking his/her previous employment history and experience;
- verifying that s/he has the health and physical capacity for the job;
- the mandatory check of List 99 and/or the Protection of Children Act (PoCA) List², and, where appropriate, a criminal record check via the CRB. (N.B. It is important not to rely solely on criminal record and List 99 or PoCA List checks to screen out unsuitable applicants. Those checks are an essential safeguard, but they will only pick up the small percentage of abusers who have been convicted, or have come to the attention of the police, or who have been listed. The majority of individuals who are unsuited to working with children will not have any previous convictions, and will not appear on List 99 or the PoCA List.)

The checklist at Appendix 1 provides a convenient way of signing off each stage of the process and can be filed as a permanent record at the end of the process.

Continuing awareness

12. It is vital that the measures described in this guidance are applied thoroughly whenever someone is recruited to work with children, but that must not be the end of the matter. Schools and FE institutions are safe environments for the great majority of children, and the vast majority of people who work with children have their safety and welfare at heart. But we must not be complacent. We know that some people seek access to children in order to abuse, and that abused children very often do not disclose the abuse at the time. We also know that some of the allegations of abuse made against staff are substantiated, and we continue to see a number of cases year on year in which teachers and other staff are convicted of criminal offences involving the abuse of children.
13. It is crucial therefore that everyone working in a school or any other setting providing for children is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. And it is equally important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues, and that those concerns, and concerns expressed by children, parents or others are listened to and taken seriously.
14. It will often be hard to give credence to concerns particularly if they are about a long serving and trusted colleague. Unfortunately those concerns will sometimes be true and it is important that they are taken seriously and not simply dismissed. Where concerns have not been taken seriously in the past a person has been able to continue abusing children, sometimes for many years. It is vital therefore that all concerns are taken seriously and that, where appropriate, action is taken in accordance with the procedures for dealing with allegations against education staff.

2 A list of people who are deemed unsuitable to work with children under the Act.

Safer Recruitment Practice

Recruitment and selection policy statement

15. The employer should have an explicit written recruitment and selection policy statement and procedures that comply with national and local guidance. The statement should detail all aspects of the process and should link to their child protection policy and procedures.
16. The policy statement should incorporate an explicit statement about the organisation's commitment to safeguarding and promoting the welfare of children. An appropriate statement should be included in any model recruitment and selection policy that a LA or HR adviser provides to establishments. For example:
*“ This authority/school/college is committed to safeguarding and promoting the welfare of children and young people * and expects all staff and volunteers to share this commitment”.*
* include “and vulnerable adults” where appropriate.
17. The statement should be included in: -
 - Publicity materials
 - Recruitment websites
 - Advertisements
 - Candidate information packs
 - Person specifications
 - Job descriptions
 - Competency frameworks
 - Induction training

Planning and Advertising

18. 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. Also it is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage to be completed so that safeguards are not skimmed or overlooked. For example, it is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview.
19. The person specification 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, job description, 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.)

20. The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.
21. When a vacancy is advertised, the advertisement should include a statement about the employer's commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful applicant to undertake a criminal record check via the CRB, where appropriate, as well as the usual details of the post and salary, qualifications required, etc.

Application Form

22. Employers should use an application form to obtain a common set of core data from all applicants. It is not good practice to accept curriculum vitae 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.
23. For applicants for all types of post the form should obtain:
 - full identifying details of the applicant including current and former names, date of birth, current address, and National Insurance number;
 - a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award;
 - a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.
 - a declaration of any family or close relationship to existing employees or employers (including councillors and governors)
 - details of referees. One referee should be the applicant's current or most recent employer, and normally two referees should be sufficient. N.B. where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends.
 - A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post advertised and how s/he meets the person specification.

It should include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared. And it should require a signed statement that the person is not on List 99, disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC), and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

It should record that:

- where appropriate the successful applicant will be required to provide a Disclosure from the CRB at the appropriate level for the post;

- the prospective employer will seek references on shortlisted candidates, and may approach previous employers for information to verify particular experience or qualifications, before interview;
- if the applicant is currently working with children, on either a paid or voluntary basis, his/her current employer with children will be asked about disciplinary offences relating to children, including any in which the penalty is “time expired” (that is where a warning could no longer be taken into account in any new disciplinary hearing for example) and whether the applicant has been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that previous employer will be asked about those issues.
- providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the police.

24. Applicants for teaching posts should also be asked:

- To provide their DfES reference number;
- whether s/he has Qualified Teacher status (QTS); and,
- whether s/he is registered with the GTC for England.

Explanatory notes and/or instructions for completing the form should be included in the candidate’s information pack.

Job Description

25. This should clearly state:

- 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.

N.B. as noted in paragraph 19 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.

Person Specification

26. This 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 competences and qualities that the successful candidate should be able to demonstrate; and,
- explain how these requirements will be tested and assessed during the selection process.
For example:

- In addition to 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; and,
 - attitudes to use of authority and maintaining discipline.
- Explain that if the applicant is short listed any relevant issues arising from his/her references will be taken up at interview.

Information Pack to Candidates

27. The pack should include a copy of:
- the application form, and explanatory notes about completing the form;
 - the job description, and person specification;
 - any relevant information about the Local Authority/establishment and the recruitment process, and statements of relevant policies such as the authority/establishment's policy about equal opportunities, the recruitment of ex-offenders, etc. ;
 - the establishment's Child Protection Policy Statement;
 - a statement of the terms and conditions relating to the post;

Scrutinising and Short listing

28. All applications should be scrutinised to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted and should be returned for completion. 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. 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.
29. All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

References

30. 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. Do not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. "To Whom It May Concern". There have been instances of candidates forging references, also open references/testimonials might be the result of a "compromise agreement" and are unlikely to include any adverse comments.
31. Ideally, 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. In exceptional

circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

32. In any case where a reference has not been obtained on the preferred candidate before interview, the prospective employer must ensure that it is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.
33. All requests for references should seek objective verifiable information and not subjective opinion. The use of reference pro formas can help achieve that. A copy of the job description and person specification for the post for which the person is applying should be included with all requests, and every request should ask:
- about the referee's relationship with the candidate, e.g. did they have a working relationship: if so what; how long has the referee known the candidate, and in what capacity;
 - whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post, and how s/he has demonstrated that s/he meets the person specification;
 - whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and the reasons why the referee believes the person might be unsuitable;

and should remind the referee that:

- they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission; and
 - relevant factual content of the reference may be discussed with the applicant.
34. In addition to the above, requests addressed to a candidate's current employer, or a previous, employer in work with children, should also seek:
- confirmation of details of the applicant's current post, salary, and sick record;
 - specific verifiable comments about the applicant's performance history and conduct;
 - details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current;
 - details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and,
 - details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.
35. On receipt references should be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate. 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.

36. 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. A history of repeated concerns or allegations over time is also likely to give cause for concern.

Other Checks Before Interview

37. 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.

Involving Pupils

38. 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.

Interviews

39. 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.

Invitation to Interview

40. 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. Enclosing a copy of the person specification can usefully draw attention to the relevant information.
41. The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that where a CRB check is appropriate the person will be required to complete an application for a CRB Disclosure straight away. Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy CRB requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation.

42. Candidates should also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. N.B. If the successful candidate cannot produce original documents or certified copies written confirmation of his/her relevant qualifications must be obtained from the awarding body.
43. A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

Interview Panel

44. Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.
45. The members of the panel should:
 - have the necessary authority to make decisions about appointment;
 - be appropriately trained, (from a date to be agreed one member of interview panels in schools should have undertaken the on-line training that is being provided via the National College for School Leadership - see paragraph 9);
 - meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.
46. The panel cannot agree in advance a list of questions for each candidate that they will not deviate from, but they can 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. Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions 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.

Scope of the Interview

47. In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:
 - the candidate's attitude toward children and young people;
 - his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
 - gaps in the candidate's employment history;

- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
 - ask the candidate if they wish to declare anything in light of the requirement for a CRB check.
48. If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

Conditional Offer of Appointment: Pre Appointment Checks

49. An offer of appointment to the successful candidate should be conditional upon:
- the receipt of at least two satisfactory references (if those have not already been received - see paragraphs 31 and 32);
 - verification of the candidate's identity (if that could not be verified straight after the interview)
 - a check of DfES List 99 (in some residential establishments a check of the PoCA List may also be required) and, where appropriate, a satisfactory CRB Disclosure. (N. B. It may not be possible or productive to undertake these checks in respect of people who are resident overseas, and have not previously lived in the UK - see paragraphs 53 and 54);
 - verification of the candidate's medical fitness³
 - verification of qualifications (if not verified after the interview);
 - verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
 - (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
 - (for non teaching posts) satisfactory completion of the probationary period.
50. The authority/establishment should seek advice from its HR or Personnel services provider, and follow relevant CRB guidance if a Disclosure reveals information that a candidate has not disclosed in course of the selection process.
51. 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 CRB regulations); and,
 - followed up where they are unsatisfactory or there are discrepancies in the information provided.
52. Where:
- the candidate is found to be on List 99 or the PoCA List, or the CRB Disclosure shows s/he has been disqualified from working with children by a Court; or,
 - an applicant has provided false information in, or in support of, his/her application; or,

- there are serious concerns about an applicant's suitability to work with children, the facts should be reported to the police and/or the DfES Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) .

List 99/ PoCA list and CRB Checks on Overseas staff

53. List 99, and where appropriate PoCA List and CRB checks should be completed on staff from overseas unless it is verified that the applicant has not previously lived in the UK. If that is the case, the checks will serve no purpose because the individual will not have a criminal record in this country and will not appear on DfES List 99 or the POCA List. (However, in schools that are also registered as children's homes a PoCA List check may be mandatory in all cases). N.B. all the other checks described above should always be completed regardless of whether the applicant is from overseas.
54. In all cases where an applicant has worked or been resident overseas in the previous 5 years, the employer should where possible obtain a check of the applicant's criminal record from the relevant authority in that country. Not all countries provide that service, but the CRB provides an Overseas Information Service. That is a fax-back service which provides employers with details of the sort of criminal record information which new employees may be able to obtain from their home countries. The CRB does not have any involvement in applications by individuals to overseas authorities. Employers should also be aware that they will have to arrange for information returned from overseas authorities to be translated into English. Further information about the Overseas Information Service can be obtained from: http://www.crb.gov.uk/services_overseas.asp , or by telephoning the CRB enquiry line on 08700 100 450. In cases where a criminal record check is not possible, particular care should be taken with the other required checks, especially those of identity and qualifications, and to obtain satisfactory references.

Post Appointment Induction

55. There should be an induction programme for all staff and volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. The purpose of induction is to:
- provide training and information about the establishment's policies and procedures;
 - support individuals in a way that is appropriate for the role for which they have been engaged;
 - confirm the conduct expected of staff within the school; and,
 - 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 line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.
56. The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or 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.

The programme should also include attendance at child protection training appropriate to the person's role.

Maintaining a Safer Culture

57. Paragraphs 12 - 14 describe the need for continued awareness of safeguarding issues. 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. Also 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 which is supported by:
- a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all;
 - appropriate induction and training;
 - regular briefing and discussion of relevant issues; and,
 - including relevant material from the framework for Personal Social and Health Education in the curriculum.

Monitoring

58. Monitoring of both the recruitment process and induction arrangements will allow for future recruitment practices to be better informed. It should cover:
- staff turnover and reasons for leaving;
 - exit interviews; and,
 - attendance of new recruits at child protection training.

Recruitment and Selection Checklist

PRE-INTERVIEW:	Initials	date
<p>Planning</p> <p>Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.</p> <p>- paragraphs 18 -20 and 22-27</p>		
<p>VACANCY ADVERTISED (where appropriate)</p> <p>Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked</p> <p>- paragraphs 15,16, and 21</p>		
<p>APPLICATIONS on receipt</p> <p>scrutinised - any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for shortlisting</p> <p>- paragraphs 28, 29 and 37</p>		
<p>Shortlist Prepared</p>		
<p>REFERENCES - seeking</p> <p>sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy - paragraphs 30-34</p>		
<p>REFERENCES - on receipt</p> <p>Checked against information on application; scrutinised; any discrepancy/ issue of concern noted to take up with applicant (at interview if possible) - paragraphs 35 and 36</p>		
<p>INVITATION TO INTERVIEW</p> <p>Includes all relevant information and instructions</p> <p>- paragraphs 40-42</p>		
<p>INTERVIEW ARRANGEMENTS</p> <p>At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards - paragraphs 44-46</p>		

INTERVIEW	Initials	date
<p>Explores applicants' suitability for work with children as well as for the post - paragraphs 47 and 48</p> <p>N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for CRB Disclosure - paragraphs 41 and 42</p>		
<p>CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECK</p> <p>offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period - paragraphs 49-54:</p>		
<p>REFERENCES (if not obtained and scrutinised previously)</p>		
<p>IDENTITY (if that could not be verified straight after the interview)</p>		
<p>QUALIFICATIONS (if not verified on the day of interview)</p>		
<p>CRB - Where appropriate satisfactory CRB Disclosure received</p>		
<p>LIST 99 - person is not prohibited from taking up the post</p>		
<p>HEALTH - the candidate is medically fit</p>		
<p>GTC England -</p> <p>(for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration</p>		
<p>QTS -</p> <p>(for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS</p>		
<p>STATUTORY INDUCTION (For teachers who obtained QTS after 7 May 1999)</p>		