

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR GUIDANCE FOR HEADTEACHERS & GOVERNORS ON APPOINTMENTS (Safer Recruitment)



Tel: 01437 762701

Fax: 01437 771444

Email: [admin.portfield@pembrokeshire.gov.uk](mailto:admin.portfield@pembrokeshire.gov.uk)



Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Welsh Heritage  
Schools Initiative



Menter Ysgolion y  
Drefnadaeth Gymreig



Nov 2016

# Portfield School Mission Statement

Working together    Learning together    Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone’s personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

## Portfield School adopts the LEA

Guidance for Headteachers & Governors on Appointments (Safer Recruitment) Policy

This policy will be reviewed annually.

Signed ..... (Chair of Governors)

Signed .....(Headteacher)

Date .....

Reviewed .....

Reviewed .....

Reviewed .....

## DIVISION GUIDANCE FOR HEADTEACHERS AND GOVERNORS ON APPOINTMENTS AND SAFE RECRUITMENT PRACTICE

### 1. Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- Attract and select the best possible applicants to vacancies
- Deter prospective applicants who are unsuitable to work with children or young people
- Identify and reject applicants who are unsuitable to work with children and young people

The School will operate safe recruitment practices ensuring that all staff in “regulated activity” have appropriate Criminal Records Bureau/list 99/POCA list and reference checks undertaken according to National Assembly for Wales circular 34/2002 “Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service”

The circular emphasises:

***“It is important that thorough checks are made on anybody who will be working in a school or further education institution or other educational settings, e.g. youth centres, (including sixth form colleges) 1, both to prevent unsuitable people from gaining access to children and young people and to maintain the integrity of the teaching profession.”***

Advice from the circular, detailing the pre-appointment checks that must be made on people whose work will bring them into contact with children and young people, is available in Appendix 1.

Recruitment and selection to positions in schools must be conducted in accordance with the principles and provisions of the Equality Act 2010.

The Governing Body of Portfield School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The governing body will ensure that all staff recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society. All staff appointed should have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

### 2. Before Advertising

2.1 When a vacancy occurs the school needs to consider whether the job in its present form is still needed. This should be done after a full financial and curriculum review.

2.2 If there is a vacancy the school should inform the HR Division of that vacancy by completing an Employee Requisition Form and forwarding to the HR Adviser (Appendix 2). If the vacancy has arisen due to a resignation, please ensure that a copy of the letter of resignation has been sent to the HR Division together with a termination form.

2.3 The Governing Body may delegate an appointment to an appropriate sub-committee.

- 2.4 A specific panel comprising at least three governors should be established by the full Governing Body for Headteacher or Deputy Headteacher appointments (see Appendix 4).
- 2.5 An appointment panel should never consist of more than 50% of the Governing Body, but as a minimum one governor and the Headteacher should be panel members for any contracted post
- 2.6 The Headteacher and governors shall produce a job description and person specification for the post. The job description will capture the key accountabilities of the post, and define the competencies and knowledge range required to deliver them.
- 2.7 The School should give prior consideration to any suitable candidate within the Authority who has been nominated for redeployment in line with the Redeployment Protocol. The HR Division will provide the school with a list of these employees on receiving information about the vacancy.
- 2.8 If the vacancy is not filled through the prior consideration process, Governors have the option to source applicants from the Authority's approved list of Newly Qualified Teachers (also known as the "Pool"), or alternatively proceed to open advertisement.
- 2.9 The Pool consists of (a) NQT teachers (b) those who qualified the previous academic year.
- 2.10 Appointments made from the Teaching Pool are subject to the same standard of vetting as all other school staff and as such will not be permitted to take up their appointments until vetting has been satisfactorily completed.
- 2.11 If the school wishes to consider applicants other than (or as well as) newly qualified teachers on the 'Pool', then the post must be advertised.
- 2.12 There is no need to advertise a temporary post which is for 4 months or less even though such posts will be subject to the same vetting procedures as all other posts

### **3. The Advertisement**

Having prepared a job description and person specification for the vacancy and considered the scope for redeployment, attention can now be given to advertising the position.

- 3.1 All adverts for Headteachers and deputies must be advertised nationally. Governors can decide to place in the Times Educational Supplement and may also be placed in the Western Mail (Y Cymro/Golwg for Welsh posts) OR on the Authority's website. However this requirement does extend to all other school based posts.
- 3.2 Advertisements for posts will include the statement:  
*"The school is committed to safeguarding children and young people. A DBS disclosure will be required".*
- 3.3 Completed application forms should be submitted for all posts on the Council's standard employment application. CVs will not be accepted as a substitute.
- 3.4 Allow reasonable time from the date of the advertisement to intended commencement date in order to obtain all relevant vetting documentation.

### **4. Shortlisting Meeting**

- 4.1 The same appointment panel must be present to shortlist and to interview. If one of the panel members is unable to attend the interview, the remaining members should proceed with the interview.
- 4.2 For all appointments (other than newly qualified teachers from the pool) it is advisable for the Director's representative to be present for the shortlisting meeting and the interview.

- 4.3 If the Education or HR Division is not involved, then responsibility for the appointment process and its outcome rests solely with the Governing Body.
- 4.4 Shortlisting will be based on the agreed and appropriate criteria. The criteria for shortlisting will be an assessment of each applicant's ability, based on available information, to meet person specification criteria. All applications should be retained for a minimum of 6 months. This will ensure that any query about shortlisting decisions, whether or not this is based on a claim of discrimination, can be responded to properly.
- 4.5 The Panel could consider supplementing interview with other means of assessing candidates e.g. short presentation, informal discussion, classroom observation that may be deemed an appropriate assessment for the post in question
- 4.6 Unsuccessful candidates should be informed by letter.

## **5. Selection**

- 5.1 It is customary to invite candidates for teaching posts to visit the school prior to the interview. Conducting interview and sample questions Appendix 5. Appendix 4 Models of Interview.
- 5.2 The interview should adopt structured competency based format using the person specification criteria.
- 5.3 Candidates must always be required to:
- Explain satisfactorily any gaps in employment
  - Explain satisfactorily any anomalies or discrepancies in the information available to recruiters
  - Declare any information that will appear on a DBS disclosure
  - Demonstrate their capacity to safeguard and protect the welfare of children and young people
- 5.4 A nominated panel member must ensure that the candidate evaluation record is completed according to the Council's template.
- 5.5 This will ensure that any query about an interviewing decision, especially if this is based on an allegation of discrimination, can be dealt with in an informed way.
- 5.6 The job may only be offered provisionally subject to appropriate employment checks, including health checks, DBS disclosures and the receipt of two satisfactory written references.

## **6. Employment Checks**

- 6.1 All successful applicants are required:
- to complete an enhanced DBS disclosure application and receive satisfactory clearance
  - to provide original certificates of qualifications
  - to complete a confidential health questionnaire
  - to provide proof of eligibility to live and work in the UK, where appropriate
  - to provide proof of GTCW registration (in the case of teaching staff)

- 6.2 Two Written references must be sought directly from the named referees. References or testimonials provided by the candidate will never be accepted. The standard PCC reference request form will be used in all cases.
- 6.3 Any written references sought direct by the School must be forwarded to the HR Division within 7 days of the appointment panel's decision to confirm appointment for retention of central personnel records.
- 6.4 Unless there is evidence of satisfactory DBS disclosure and two satisfactory written references on the personnel file held in County Hall, new employees must not be allowed to commence employment.
- 6.5 Schools shall observe the requirements of the Council's **Policy "Safe Recruitment: Statement of Policy and Practice** on the use of criminal records information in employee selection."

## 7. **Post-Interview**

- 7.1 The successful candidate will be informed of the Panel's decision by the Chair of Governors or nominated person, where it will be confirmed that the offer is conditional upon satisfactory completion of the vetting procedure.
- 7.2 The Director's representative or nominated person will usually offer all unsuccessful candidates feedback on their interviews.
- 7.3 For out of county candidates it may be courteous to provide feedback immediately following the interview.
- 7.4 Schools should not show references to candidates.
- 7.5 The offer of the appointment will be confirmed in writing by the HR Division within 15 working days of receiving formal notification from a nominated member of the panel.
- 7.6 Schools are reminded that until all relevant checks are completed and evidence held on file, newly appointed staff cannot be permitted to take up their appointments and consequently cannot be placed on the payroll.
- 7.7 Candidates Expenses Form should be sent to any out of County candidates invited to interview. Expenses will not be paid if the candidate is offered the post and declines the job. See Appendix 6.

## APPENDIX 1

Guidance from the National Assembly for Wales circular 34/2002 “Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service”

What checks should be made on people who will be working with children?

The Welsh Government advises that the following checks should be made on all people (including volunteers) who seek appointment to positions which will bring them into contact with children and young people. Checks on supply teachers should be made when they are recruited to work for an employment business or agency.

- **Identity:** It is important to be sure that the person is who he or she claims to be. In some cases the candidate will be known to the school or further education institution or will be employed already by the County Council or in a neighbouring establishment. If not, the employer should ask to see proof of identity such as a birth certificate, driving licence, or passport. If a teacher or worker is provided by a third party, such as an employment business or agency, the school or further education institution should check that the person who comes to them is the person referred by the employment business or agency. N.B. proof of identity will always be required in connection with the application to the Criminal Records Bureau (DBS) for a Standard or Enhanced Disclosure.
- **Academic Qualifications:** Employers should always verify that the candidate has actually obtained any academic or professional qualifications claimed in their application by asking to see the relevant certificate or diploma, or a letter of confirmation from the awarding institution. If original documents are not available, employers must see a properly certified copy. For teachers, a registration check with the General Teaching Council for Wales (GTCW) will confirm whether a teacher has Qualified Teacher Status.
- **Professional and Character References:** References should always be taken up, and should be obtained in writing directly from the referee. We will never accept references or testimonials provided by the candidate. We strongly advise that a reference should be obtained from the current or most recent employer.
- **Previous Employment History:** Employers should always ask for information about previous employment and obtain satisfactory explanations for any gaps in employment. If a candidate for a teaching post or other post within an educational setting is not currently employed as a teacher or worker, it is also advisable to check with the school, further education institution or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving. For an overseas teacher, see Paragraphs 6-11 and Annex D.
- **Criminal Record Check:** All applicants for positions which are excepted from the provisions of the Rehabilitation of Offenders Act 1974 should be asked to declare any convictions, cautions or bind-overs which they have incurred, including any that would be regarded as "spent" under the Act in other circumstances. If a person who is, or who has been, resident in the UK is subsequently selected for appointment, the employer will require them to apply to the DBS for a Disclosure to verify their declaration (see Part 2 for further information about the Disclosure service). For the purposes of working with children and young people, the exceptions to the Rehabilitation of Offenders Act 1974 are the positions detailed in Section 36 of the Criminal Justice and Court Services Act 2000 ( see Annex A) and any work involving regular contact with children in a further education institution or educational setting. The positions include:
  - any work in a school or a sixth form college, on day care premises, or in a children's home or hospital;

- any position in which the normal duties include caring for, training, supervising or being in sole charge of children under the age of 18;
  - any position involving unsupervised contact with a child under arrangements made by the child's parents or guardian, the child's school or a registered day care provider; and
  - a position as a governor of a sixth form college.
- List 99: List 99 is a confidential document, maintained by the Department for Education and Skills, which contains the names, dates of birth, national insurance numbers and teacher reference numbers of people whose employment in relevant employment<sup>2</sup> has been barred or restricted by the Secretary of State. Employers are required by the Education (Restriction of Employment) Regulations 2000 to check the List to ensure that they do not appoint someone to a post from which they have been barred. A person whose employment has been restricted by the Secretary of State for Education and Skills may only work in a post which does not contravene the terms of the restriction. When a person applies for a Standard or Enhanced Disclosure to verify their suitability to work with children, the Disclosure will contain details of whether they are included on List 99 and/or the Protection of Children Act (PoCA) List which is maintained by the Department of Health (see Part 2 for further information about the Disclosure service).
  - Health: Anyone appointed to a post involving regular contact with Children or young people should be medically fit (see The Education (Teacher's Qualifications and Health Standards) (Wales) Regulations 1999).

### What Checks should be made on teachers

All teachers with Qualified Teacher Status teaching in maintained schools, pupil referral units and non-maintained special schools in Wales are required to register with the General Teaching Council for Wales (GTCW).

Employers must check with the GTCW whether teachers applying for positions in such schools are registered with the Council.

If a teacher is registered this means:

- they have Qualified Teacher Status. Anyone appointed or engaged to teach in a maintained school or non-maintained special school must either have QTS or come within one of the exceptions set out in the Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999 (see footnotes 1 and 2);
- they have paid the annual GTCW registration fee;
- they have no DfES restrictions or bar such as List 99 or a failed probation period;
- they have not been removed from the register because of a restriction imposed by the GTCW or any other General Teaching Council.

In addition, employers must ensure that checks on a teachers' identity, criminal record, medical fitness and references and previous employment history are carried out as set out in paragraph 3.

The Education Act 2002 makes provision for the GTCW to carry out suitability checks on teachers applying for registration. Once these new provisions are in force, the Council may decide that as part of any suitability check it will undertake criminal record checks with the CRB for all new teachers applying for registration and teachers applying for re-registration after a period out of service.

1 References in this Guidance to further education institutions include sixth form colleges

2 Relevant employment means:



- a) any employment by a local education authority, or the proprietor of an independent school, as a teacher, or a worker with children or young persons under the age of 19;
- b) employment by any other body as a teacher at a maintained school, a non- maintained special school, or a further education institution; and
- c) employment by a governing body of a maintained school, a non-maintained special school or further education institution as a worker with children or young persons under the age of 19.

It also includes people who provide their services as teachers in school, but are not directly employed under a contract, such as supply teachers and student teachers. A worker with children or young persons is a person who is not a teacher, but whose work brings him or her into regular contact with persons under the age of 19.

**Pembrokeshire County Council**  
**SCHOOLS EMPLOYEE REQUISITION**

*It is assumed that, before advertising, all avenues to reduce staffing costs will have been explored.*

|   |                                      |
|---|--------------------------------------|
| <b>POSITION DETAILS</b>   |                                      |
| <b>School</b>   |                                      |
| <b>Vacancy</b>  |                                      |
| <b>Name of person to be replaced</b>  |                                      |
| <b>If new post, reason for additional staff</b>   |                                      |
| <b>Permanent or temporary position?</b><br><b>If temporary – until when?</b><br><b>If temporary – reason for recruitment?</b>   |                                      |
| <b>Number of hours per week</b>   |                                      |
| <b>Number of weeks to be worked</b>   |                                      |
| <b>Grade of post</b>  |                                      |
| <b>Welsh language requirement?</b>  | Essential / Desirable / Not required |
| <b>Any additional comments</b>  |                                      |
| <b>Is an up to date job description available?</b>  | YES / NO (if yes please attach)      |
| <p><b>REDEPLOYMENT</b></p> <p>Is the school prepared to consider suitable candidates from the Redeployment Pool prior to advertising? This means that the vacancy will be referred to the next fortnightly meeting of the Corporate Redeployment Panel, who will determine if there are suitable employees in the redeployment pool for your consideration. Schools are recommended to support the Authority's processes to redeploy employees as risk of redundancy.</p> <p align="right"><b>YES / NO</b></p>  |                                      |
| <p><b>INTERNAL/EXTERNAL RECRUITMENT</b></p> <p>The current advertising protocol for <u>non-teaching</u> vacancies, determines that all posts will be advertised <u>internally</u> in the first instance. The exception being where the Headteacher has a genuine occupational requirement which supports the need for an external advertisement.</p> <p>Please indicate whether you wish the vacancy to be advertised internally or externally:</p> <p><b>Internal YES/NO</b><br/> <b>External YES / NO</b></p> |                                      |

What is the genuine occupational requirement which supports the need for an external advertisement?

.....

**APPROVAL TO RECRUIT**

|                    |  |
|--------------------|--|
| <b>Headteacher</b> |  |
| <b>Head of HR</b>  |  |

## Annex to the HR Division Guidance for Headteachers and Governors on appointments and safer recruitment practice

### GUIDANCE FOR GOVERNORS ON THE APPOINTMENT OF HEADTEACHERS AND DEPUTY HEADTEACHERS

#### 1. Introduction

This annex supplements the *Guidance for Headteachers and Governors on appointments and safer working practice* and should be read in conjunction with that document.

Welsh Government guidance places a framework around how a governing body (GB) should fulfil the responsibility of appointing a new headteacher or deputy headteacher, including central roles for LA officers.

Within the legal framework, the decisions on the detail of the process are for the governing body to determine, i.e. what selection methods to use, who to involve and the membership of selection panels.

Advice will be available to the GB from HR, Challenge Advisers and, where applicable, the diocesan authority. Governors are required to take careful account of the advice offered, and it is advisable that there is consensus over the suitability, both within the GB and between the GB and the local authority.

#### 2. Responsibility for recruiting a headteacher

The Chief Education Officer of the LA or their representative is assigned advisory rights in all maintained schools (i.e. all the county's primary and secondary schools other than private schools). In VA schools, the appropriate diocesan officer has the same advisory rights. In VC schools, the GB may agree to grant advisory rights to the diocesan officer.

A Local Authority representative must be present during the appointment process to support and advise the GB. This will be in an advisory capacity with no voting rights. In a VA school the diocesan officer has the same advisory rights as the Chief Education Officer with respect to the appointment of staff.

Community and VC schools: the LA is legally the employer, but responsibility for appointments is delegated, in law, to the GB. The decision on who to appoint to headship rests with the governing body, following a recommendation from the selection panel.

**The GB must seek the agreement of the LA to appoint its chosen candidate. If, in exceptional circumstances, the governors wish to appoint a person to whom the LA has objected, the reasons for this decision must be stated in writing and may be subject to challenge.**

VA schools: the GB is the employer. The decision on who to appoint to headship rests with the governing body, following a recommendation from the selection panel.

### 3. The main steps of the headteacher appointment process

- (i) The GB must ensure that the LA is notified of a vacancy, in writing, before taking any steps to advertise the post.
- (ii) Before the recruitment process begins, it is recommended that the full GB review the Individual School Range (ISR) for the headteacher and deputy headteachers, taking into account the school's size and circumstances. This should be done before finalising the advertisement.
- (iii) In order to ensure that governors and LA officers are available to attend, there must be adequate notification periods between meetings (preparation/shortlisting/interviewing)
- (iv) Advertising for headteachers or deputies must be placed nationally throughout England and Wales (see section 3.1 of the main guidance document). Note: Where two or more schools are amalgamating following statutory processes, the GB may choose not to advertise; LA officers will provide further advice on this where the situation arises.
- (v) Once the advert has been drawn up with advice from LA officers, the selection panel is responsible for approving it, including the cost, as this will be borne by the school's budget.

### 4. Deadline dates for resignations throughout the academic year

| To leave at                                       | Headteacher resignation deadline<br>Minimum of 3 months' notice, 4 months in summer term | Deputy headteacher resignation deadline<br>Minimum of 2 months' notice, 3 months in summer term |
|---|--|---|
| 30 <sup>th</sup> April<br>(or end of spring term) | 31 <sup>st</sup> January   | 28 <sup>th</sup> /29 <sup>th</sup> February   |
| 31 <sup>st</sup> August<br>(end of summer term)   | 30 <sup>th</sup> April   | 31 <sup>st</sup> May  |
| 31 <sup>st</sup> December<br>(end of autumn term) | 30 <sup>th</sup> September   | 31 <sup>st</sup> October  |

### 5. The selection panel

- (i) The GB must appoint a selection panel. This must comprise at least 3 but no more than 7 governors. The LA recommends that the panel has an odd number of members. In VA schools only, the GB can appoint a selection panel, or the whole of the GB can form the panel.
- (ii) The LA recommends that any governor employed to work at the school should not be a member of the appointment panel.
- (iii) Outgoing or acting headteachers/deputy headteachers **must not** be involved in any way with the formal appointment process of their successor.
- (iv) Panel members should be available to give the time necessary to all stages of the appointment process. The same appointment panel must be present to shortlist and interview. If one of the panel members is unable to attend the interview, the remaining members should proceed with the interview.

## **6. Conduct of the selection panel (from the Staffing of Maintained Schools (Wales) Regulations 2006)**

- (i) One member of the panel should be elected as chair. This cannot be a governor that works at the school.
- (ii) The GB could choose to have non-governor members. The GB decides whether a non-governor member has a vote. The majority of panel members on any selection panel must be governors.
- (iii) In the event that there is an equal division of votes, the chair has a second or casting vote. Any decision of the selection panel must be taken by a vote representing an absolute majority of all the members of the panel, whether or not taking part in the vote.

## **7. Duties of the selection panel**

- (i) Agree a person specification, detailed job description and an advertisement for the post (model person specification and job description will be provided by the LA).
- (ii) Short-list candidates in accordance with the person and job specification and essential criteria.
- (iii) Agree the format of the interview, tasks and questions to be used, including appropriate involvement of pupils. It is recommended that headteacher and deputy headteacher recruitment includes an interview, a presentation and one or more tasks; one of these should allow for pupil engagement and pupil voice.
- (iv) Interview selected candidates.
- (v) Where considered appropriate, recommend to the full governing body the appointment of the preferred candidate.

**FLOWCHART ON NEXT SHEET**

## 8. The Process – flowchart

|   |
|---|
| <b>Vacancy identified</b>   |
| <b>Notify LA in writing</b>   |
| <p><b>First meeting – full GB with support from LA officer</b></p> <ul style="list-style-type: none"> <li>• appoint selection panel including at least one member who has completed Safer Recruitment training</li> <li>• review ISR</li> </ul>   |
| <p><b>Second meeting (may immediately follow the first meeting) – selection panel with support from LA officer</b></p> <ul style="list-style-type: none"> <li>• planning</li> <li>• agree person specification, job description and advertisement</li> </ul>  |
| <p><b>Third meeting – selection panel with support from LA officer</b></p> <ul style="list-style-type: none"> <li>• Shortlisting</li> <li>• Agree the format of the interview process including appropriate involvement of pupils</li> </ul>  |
| <p><b>Interviews with support from LA officer</b></p> <ul style="list-style-type: none"> <li>• Include interview(s) and other tasks</li> <li>• May be a two day process</li> </ul>  |
| <p><b>Selection of candidate for appointment by panel</b></p> <ul style="list-style-type: none"> <li>• LA representative to seek approval from Chief Education Officer</li> </ul>   |
| <p><b>Verbal offer to successful candidate</b></p> <ul style="list-style-type: none"> <li>• Any offer must clearly indicate that it is subject to the usual employment conditions (see section 7 of the main guidance document) and to ratification by the full GB</li> </ul>   |
| <p><b>Extraordinary full GB meeting</b></p> <ul style="list-style-type: none"> <li>• Recommended that this takes place following the deliberations of the selection panel – preferably the same day</li> <li>• GB receives the recommendation of the selection panel and confirms appointment subject to appropriate pre-employment checks</li> </ul> |
| <p><b>Chair of GB informs LA in writing</b></p> <ul style="list-style-type: none"> <li>• Details of successful candidate including start date and starting salary point</li> </ul>  |

## **Models of Interview**

There are various models of interview currently in use within the Authority and it will be the choice of individual Governing Bodies which format they choose. All formal interviews must be properly constituted and consist of members of the Governing Body and the Director's representative from Education and Community Services. (Pool interviews are an exception to this protocol).

Irrespective of which model a Governing Body chooses, it is important that the Chair puts candidates at ease and opens the interview with a clear explanation of protocol e.g. number of questions, length of time candidate will have to answer them etc..

### **Assistant teacher posts**

#### **Option 1**

- Interviews are normally of a straightforward nature where candidates are asked a number of 'sight unseen' questions.
- Questions will be chosen to sample the range of responsibilities outlined in the job specification. A range of possible questions may be provided by the Director's representative or the interviewing panel may wish to prepare a range of pre-prepared questions prior to the interview date.
- Each candidate will be asked the same questions. Normally, three to four main questions would seem an optimum number. Supplementary short questions may also be asked. (Questions of a discriminatory nature may not be asked e.g. marital status, age etc.)

#### **Option 2**

- Candidates may be given a question/questions before hand e.g. ½ hour prior to the interview.

#### **Option 3**

- A combination of teaching observation and formal interview.



## Competency interview questions to address suitable personal behaviours for school based staff (including safeguarding children and young people)

### 1. Motivations for working with children

| <b>Positive indicators</b>  | <b>Personal competencies</b>  | <b>Negative indicators</b>  |
|---|---|---|
| <p>Convincing responses based on balanced understanding of self and circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses.</p> <p>Examples of having considered/tried other options and alternatives.</p> <p>A realistic appreciation of the challenges involved in working with children.</p> <p>Evidence of others having supported and encouraged based on observation of personal talent.</p> | <p>Self-awareness/knowledge and understanding of self, interconnection between self and professional role.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• What do you feel are the main drivers which led you to want to work with children?</li> <li>• How do you motivate young people?</li> <li>• What has working with young people, to date, taught you about yourself?</li> </ul> | <p>Unconvincing responses based on whimsical examples. Not self aware, don't see themselves as others do.</p> <p>Driven by personal needs not needs of others.</p> <p>Not realistic impression of what working with children is really like.</p> <p>Failure to consider other alternatives.</p> <p>Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.</p> |

### 2. Emotional maturity and resilience

| <b>Positive indicators</b>   | <b>Personal competencies</b>   | <b>Negative indicators</b>   |
|--|--|--|
| <p>Behaves consistently and appropriately under pressure or in a position of authority.</p> <p>Has control over emotions with adults and children.</p> <p>Understands power of position and how to seek help in difficult circumstances.</p> | <p>Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation?</li> <li>• Tell me about a person you have had particular difficulty dealing with. What made it</li> </ul> | <p>Inappropriate responses when under pressure or when in a position of power.</p> <p>Inconsistent responses.</p> <p>Handles conflict badly.</p> <p>Fails to control temper/emotions with children and or adults.</p> <p>Doesn't seek help when needed.</p> <p>Fails to go to others for advice.</p> |

|  |  |  |
|--|--|--|
|  | difficult? How did you manage the situation? |  |
|--|--|--|

### 3. Values and ethics

| Positive indicators  | Personal competencies  | Negative indicators  |
|--|--|--|
| <p>Demonstrates a balanced understanding of rights and wrongs.</p> <p>Puts the child first.</p> <p>Alive to the realities of abuse.</p> <p>Prepared to believe.</p> <p>Shows a contemplative approach, drawing on personal experiences and lessons from others.</p> <p>Builds values and judgements based on new information.</p> <p>Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment.</p> <p>Shows respect for the feelings, views and circumstances of others.</p> | <p>Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• What are your attitudes to child protection? How have these developed over time?</li> <li>• What are your feelings about children who make allegations against teachers or staff?</li> <li>• How do you feel when someone holds an opinion which differs from your own? How do you behave in this situation?</li> <li>• Have you ever had concerns about a colleague? How did you deal with this?</li> </ul> | <p>Extreme opinions which don't account for the views/feelings of others.</p> <p>Doesn't show balance in opinion.</p> <p>Doesn't build on new information or understanding.</p> <p>Opinions harden/become dogged.</p> <p>Doesn't show a full or rounded appreciation of safeguarding issues.</p> <p>Dismissive of, or underplays, the risks.</p> <p>Consistently puts the blame and responsibility for child protection elsewhere.</p> <p>Fails to believe in suspicions/reports of abuse.</p> |

### 4. Safeguarding knowledge and understanding

| Positive indicators  | Sample questions to test for safeguarding knowledge and understanding (pick one or two – not all)   | Negative indicators  |
|--|---|--|
| <p>Proactive and has personally taken actions to improve safeguarding culture.</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue.</p> | <ul style="list-style-type: none"> <li>• Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise?</li> <li>• Follow up with: who did you talk to? What were the results?</li> </ul> | <p>No evidence of having taken steps in own right to make improvements.</p> <p>Passive approach to safeguarding issues.</p> <p>Reluctance to challenge people/systems/processes to make things better.</p> |

|  |   |   |
|--|---|---|
| <p>Personally committed towards making improvements. Sees it as part of their job.</p> <p>Personally committed towards making improvements. Sees it as part of their job.</p> <p>Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</p> <p>Prepared to tackle difficult issues and confront individuals if necessary in order to promote best practice.</p> <p>Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases.</p> | <ul style="list-style-type: none"> <li>• What is the safeguarding policy in your workplace?</li> <li>• Follow up with: how is it monitored? What steps have you taken to improve things?</li> <li>• Give me an example of when you have had safeguarding concerns about a child.</li> <li>• Follow up with: how did it arise? Who did you speak to? What actions did you take?</li> <li>• Tell us about a situation where you felt you fell short of safeguarding standards.</li> <li>• Follow up with: how did it arise? Who did you speak to? What actions did you take?</li> <li>• Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns?</li> <li>• Follow up with: what were the circumstances? How did you go about it? What was the outcome?</li> </ul> | <p>No real experience of handling safeguarding issues. Naive approach.</p> <p>Sees it as someone else's job and/or responsibility.</p> <p>Not well versed or clear in understanding of the issues/sensitivities.</p> <p>Intolerant of the bureaucracy around safeguarding.</p> <p>Shows a tendency to take inappropriate chances/risks in area of safeguarding.</p> |
|--|---|---|



**APPENDIX 6**

**INTERVIEW EXPENSE CLAIM FORM**

NAME AND ADDRESS: .....  
(Block Capitals) .....

DATE OF INTERVIEW: .....

POSITION APPLIED FOR: .....

| PLACE OF DEPARTURE | PLACE OF INTERVIEW | PLACE OF RETURN | TRAVELLING EXPENSES | ACCOMMODATION & SUBSISTENCE |
|--------------------|--------------------|-----------------|---------------------|-----------------------------|
|                    |                    |                 |                     |                             |
|                    |                    |                 |                     |                             |
|                    |                    |                 |                     |                             |
|                    |                    |                 |                     |                             |
| TOTALS             |                    |                 |                     |                             |

Subsistence allowances are as follows:

- Bed and Breakfast (overnight accommodation) : up to £68.00 per night
- Breakfast : up to £5.49
- Lunch : up to £4.90
- Tea : up to £2.99
- Evening Meal : up to £9.36

Travelling expenses will normally only be reimbursed at equivalent public transport rates (2<sup>nd</sup> class if rail). Where it is impossible or impractical to use public transport, car mileage will be reimbursed at 16p per mile. All expenses must be supported by receipts, as far as possible.

**Summary of Claim:**

|               |  |
|---------------|--|
| Travelling    |  |
| Subsistence   |  |
| Total Claimed |  |

I certify that the above claim is correct, that the journey was actually travelled in connection with an interview for the above post and that the conditions laid down by the National Joint Council relating to the payment for expenses for interview have been observed.

Signature of Interviewee: .....

Signature of HR Adviser: .....

**Payment will be made by bank credit transfer; please supply your bank account details overleaf.**

To enable us to make a payment to you please complete your bank account details below:

| <b>BANK DETAILS</b>                     |  |
|---|--|
| <b>ACCOUNT NAME</b>                     |  |
| <b>ACCOUNT NUMBER</b>                   |  |
| <b>SORT CODE</b>                        |  |
| <b>BANK NAME</b><br><b>BANK ADDRESS</b> |  |
| <b>PAYEE SIGNATURE</b><br><b>DATE</b>   |  |

Please address any queries to the HR Section on 01437 776358.