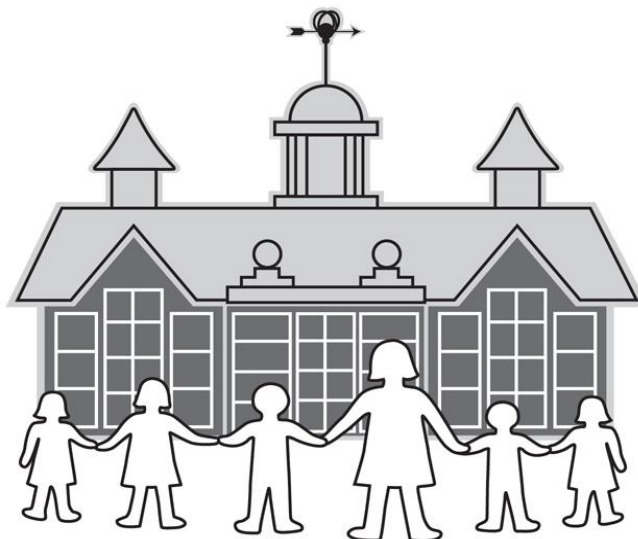


North Ealing Primary School



Recruitment, Retention and Induction Policy

Lead responsibility – Shirley Kenworthy-Wright	
Presented to Senior Management	X
Presented to Staff	X
Committee with oversight for this policy – Pay Committee	
Policy last reviewed by the Pay Committee	24/09/2013
Policy last ratified and adopted by Full Governing Body	04/12/2013
Policy / Document due for review	Autumn 2016

North Ealing Primary School

Recruitment, Retention & Induction Policy

Equality & Diversity

Cross reference to:

- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Employment Equality (Religion and Belief) Regulations 2003
- Equalities Act 2010

Recruitment

All appointments made at North Ealing Primary School follow the guidelines laid down by law and by Ealing Council.

Appointments Panel

The panel will consist of at least two members of the Senior Management Team (SMT). In the case of the appointment of a member of the SMT the panel will include the Headteacher, a member(s) of the Governing Body and an LA advisor.

Every appointments panel must include at least one member who has been safer recruitment trained.

Those responsible for the recruitment of staff and governors should ensure that equality of opportunity is assured at all stages of the recruitment process, to encourage applicants from a diverse range of situations and backgrounds, in order to reflect the diversity (race, culture, gender, disability) of the school community and broader society. Those with recruitment responsibility should ensure that those with 'protected characteristics' as defined by the Equalities Act 2010, are not discriminated against (see appendix 1)

The Advertisement

All posts will be advertised.

Teaching posts (other than the Head Teacher and Deputy Head Teacher posts) do not have to be nationally advertised.

All teaching posts will be advertised at a pay scale or range of pay scales appropriate to the post (see Whole School Pay Policy).

All staff working in schools, including voluntary workers, must apply for an Enhanced Disclosure from the Disclosure and Barring Service before they take up their post in school and have access to children and therefore, all adverts will bear the following statement:

North Ealing School is committed to the protection and safety of its pupils and the successful applicant will be required to apply for an enhanced disclosure from the Disclosure and Barring Service.

If the DBS clearance has not been received by the start date for the post then an interim List 99 check will be completed.

Scrutinising and Short listing

All applications will 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 gaps in employment.

Panel members are required to shortlist against the person specification and the final shortlist is a joint decision.

Candidates will be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. At least two references will be requested for all candidates being called to interview. One of these should be from the applicant's current or most recent employer. The school will always seek and obtain references directly from the referee and not rely on references and testimonials provided by the candidate. References should be verified with the referee. Only written references received in response to a specific reference request for the position being applied for will be accepted. Open testimonials will not be accepted.

All references will be checked to ensure that all specific questions have been answered satisfactorily. The information given will 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.

Interviews

The details of the interviews will have been agreed at the planning and short listing stage.

- The number and order of interviews.
- Who is interviewing (minimum of two, usually Head Teacher and senior member of staff). One member of the interview panel should have undertaken safer recruitment training from the LA, CWDC, or other appropriate provider.
- The arrangement and conduct of the interviews. The panel will have agreed a set of questions they will ask all candidates relating to the requirements of the post. The panel will have also agreed "ideal responses to all questions". Supplementary questions should be asked if concerns arise during the course of the interview. 'Probing' questions should be used to gain further information if child safety or safeguarding issues in an interviewee's answers become apparent.

- Testing arrangements (if required) e.g. presentations (leadership & middle management posts) or word processing (school administrators)
- Tour of the school.
- How candidates will be informed of the outcome.

Identity check at interview – It is essential that the identity of the applicant is verified while the person is present, ideally at the interview stage, definitely before an offer of appointment is made. The applicant should provide formal photo identification, ideally a passport, or photo driver's license.

The person specification will contain a criterion in relation to safeguarding and promoting the welfare of children. 'Safeguarding questions' will be used at interview. Any concerns in relation to child protection should be noted during the interview, pertinent, probing questions asked, and discussed by the panel afterwards. They will inform the decision about which candidate to appoint.

All candidates will be assessed equally against the criteria contained in the person specification without exception or variation.

After the Interview

A candidate will be offered the post subject to 'standard employment checks':

- The receipt of two satisfactory references (if not already received)
- Verification of the candidate's identity (if not already verified at interview)
- A check of DfES list 99 and a satisfactory enhanced disclosure from the Disclosure and Barring Service
- Verification of the candidate's medical fitness
- Verification of qualifications (if not already verified at interview)
- Verification of professional status where required e.g. GTC registration, QTS status, NPQH
- For teaching posts verification of successful completion of statutory induction period (for those who obtained QTS after 7 May 1999)
- Proof of eligibility to live and work in the UK
- For support staff satisfactory completion of the probationary period.

Unsuccessful candidates will be contacted to thank them and to offer the opportunity for feedback.

In case of any legal challenge in relation to the appointment, the school will keep the interview notes and a copy of the Recruitment Analysis Form (RAF) securely for 12 months.

The appointment check list will be completed and will be submitted with all relevant information to LBE Schools HR.

Retention

At NES, Governors have a duty of care for all members of staff which includes ensuring that a reasonable work/life balance is experienced. We have a duty to maintain for each member of staff a reasonable balance between work carried out in school and work carried out elsewhere. We ensure that teachers in particular achieve a satisfactory balance between time required to discharge their professional duties and the time required to pursue their personal interests outside of work. Teachers with substantial extra responsibilities will be allocated reasonable time to accomplish the tasks.

We aim to keep members of staff at NES fulfilled and motivated. In the staff survey 2012 92% believed the school was a great place to work and would promote the school wherever possible. Through our performance management, our training, our support as well as our care and concern for staff welfare, we aim to maintain and build on these high standards.

We want staff to take a professional attitude towards their duties. We also want them to be happy and fulfilled particularly in their approach with children. We have a number of support structures in place. We also invest in a Care First programme to support those going through personal or financial problems.

It is our philosophy that whatever their role, members of staff have opportunities to grow at NES and in this respect it is a learning school. We believe that as each member of staff develops, so does the school. All staff are entitled to Continuing Professional Development appropriate to their role, and where possible, aspirations and interests.

Induction

There is an induction programme for all staff and volunteers newly appointed in school, including teaching staff, regardless of previous experience. The purpose of induction is to:

- Provide training and information about the school's policies and procedures
- Support individuals in a way that is appropriate for the role for which they have been engaged
- Confirm the conduct of staff expected within the school
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities
- Enable the person's line manager or mentor to recognise and concerns or issues about the person's ability or suitability at the outset and address them immediately

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.

Newly Qualified Teachers

At North Ealing Primary School we aim to support the transition to full time teaching and school life through

- Access to the LA's NQT induction programme and courses
- Guaranteed 10% non-teaching time in addition to PPA time
- Weekly meetings between NQT and mentor

- Observation of good practice within the school and in a neighbouring school
- All CPD opportunities indicated in this policy
- The supportive ethos within the school

NQT mentors are usually the KS coordinators.

Teachers new to N.E.S.

At North Ealing we aim to welcome new teaching staff and support the transition to N.E.S. school life through

- Induction into N.E.S. policies & procedures and tour of the school by the Deputy Headteacher (or their KS coordinator)
- Induction into playground procedures
- Working closely and sharing lesson planning with a year group partner
- Access to the L.A.'s training courses and all CPD opportunities indicated in this policy
- Lesson observation and support from a performance management team leader
- The supportive ethos within the school

Supply Staff

- The degree of induction will depend on the length of time the teacher will be with the school
- All supply teachers are given a brief induction and tour of the relevant parts of the school by the Deputy Headteacher (or in the absence of the DH the KS coordinator)
- All staff attending training courses etc are expected to leave detailed plans and work for the supply teacher to use with their class
- If staff absence is a result of sickness then the year group partner will be required to talk through the day's work with the supply teacher

Support Staff

- An induction mentor will be provided from the relevant department of the school e.g. the SENco will be mentor for SEN support staff, the Senior SMSA for new lunchtime staff, the Business Manager for new school administrators and caretakers (unless a premises manager is appointed), the Deputy Headteacher for Welfare and General classroom assistants etc
- All CPD opportunities indicated in the school's CPD policy
- The supportive ethos within the school

Parent Helpers/Volunteers

- All parent helpers are given a copy of 'Information for Parent Helpers' by the Deputy Headteacher before they take up their voluntary role.

- Volunteers should be given a brief 'whole' school induction and an opportunity to ask questions they may have about their role/interaction with children
- It is the responsibility of the class teacher to induct the parent helper into the role required within the classroom

See also Policies on:

- CPD
- Health & Safety
- Appraisal
- Whole School Pay
- Equal Opportunities

Information Relating to the Equalities Act - Oct 2010

The Act can be found at the following link:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Equality Duty is a duty on public bodies and others carrying out public functions. The aim of the Equality Duty is to embed equality considerations into the day to day work of public bodies, so that they tackle discrimination and inequality and contribute to making society fairer.

The Protected Characteristics

The following characteristics are protected characteristics as defined by the Act—

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation

Appendix 1 School Support Staff probationary procedures (LBE Oct 2010) is available from School Office