



Safer Recruitment Policy

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1 – Scope

1.1 All staff, governance Partners and Trustees and those that engage with recruitment and selection activities on behalf of Transforming Lives Educational Trust (TLET) are responsible for ensuring they comply with and promote safeguarding of children through recruitment and selection. The policy covers staff, volunteers and contractors and any others who may be seen as a trustworthy source due to their presence in the TLET environment.

2 – Policy Statement

2.1 All children have the right to be in an environment, which keeps them safe from harm and abuse and with trustworthy adults. Transforming Lives Educational Trust (TLET) and its academies are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment in order to enable children to have optimum life chances and enter adulthood successfully.

In this context it is vital that TLET applies recruitment and selection procedures that not only identifies individuals who are already known to pose a level of risk to children and young people but also to deter people to TLET, who may be unsuited to work with children and have not yet been identified as a risk.

The measures described in this policy should be applied in relation to everyone who has responsibility for the care of children for any length of time and, at the discretion of the Principal, those who regularly come into contact with children in a supporting or voluntary capacity. It will also apply to those people who may not have direct contact with children, but because of their presence in TLET they will still be seen as safe and trustworthy or have access to sensitive information.

This policy should be read in conjunction with the latest version of Keeping Children Safe in Education (the Document), taking particular note of its guidance on recruitment practices. Where a conflict may arise between this policy and the Document, guidance from the Document should be adhered to.

3 – Principles

The following principles underpin this policy and its related procedures:

- 3.1 To protect and prevent children from harm by deterring, rejecting or identifying those who are unsuitable to work with children and having the appropriate procedures in place;
- 3.2 To ensure consistency in approach when seeking to identify the right person for a vacancy;
- 3.3 To maintain and develop an on-going culture of vigilance and commitment to safeguarding children;
- 3.4 To ensure staff are suitably trained as appropriate to ensure the importance of appointing staff reflects the importance of safeguarding children;
- 3.5 To support multi-agency working by taking the appropriate action and reporting those who may be deemed as unsuitable to work with children;
- 3.6 To reduce the possibility of unsuitable people gaining an appointment within Transforming Lives Educational Trust.

4 – Definition of Terms

- 4.1 Pupils – to include pupils and students who currently attend one of TLET’s academies.
- 4.2 Children – any child or young person between the ages of 0-19 (where 19 years of age accounts for Sixth Form Students).

5 – Procedure

Recruitment

Academies with TLET should refer to the Scheme of Delegated Authority (SoDA) to determine who has responsibility for the recruitment to all roles. Ordinarily, responsibility for recruitment lies with an academy's Local Governing Board (LGB) and Principal with the exception of some Senior Leadership posts. In these cases, responsibility lies with the Board of Trustees. The Board of Trustees may, however, choose to alter the delegated authority to any of its academies at any time regarding recruitment processes – this may be as a result of recruitment and retention issues with an academy or where an academy's LGB/Principal is subject to a support programme.

The TLET's Recruitment Checklist (Appendix 5) must be used for all recruitment campaigns, either internal or external. This document highlights the essential process and practice that must be followed for all recruitments, and therefore, must be adhered to by all staff with recruitment responsibilities.

Advertising

On advertising the post, the advert will contain an explicit statement about the TLET's commitment to safeguarding. Such a statement would be: *The Transforming Lives Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and contractors to share this commitment.* An example advert can be found in Appendix 1.

The Trust's HR Officer as well as the post's line manager must approve all adverts for posts within the Trust and its academies.

Application stage

A timetable for the process should be decided setting all the required dates e.g. short listing, interviews etc.

Applicant packs prepared which will contain: Full job descriptions and person specifications which will be reviewed and updated regularly.

The method of applying for advertised posts will be by completing a standard application form, which seeks out core information from all applicants, CV's will not be accepted in place of an application form but can be accepted as additional supporting evidence.

All applicants will be required to declare any spent or unspent criminal convictions at the application stage of the process.

The Application form will be TLET's standard application form, which seeks all relevant information (Appendix 2).

All literature concerning recruitment and selection e.g. job descriptions, person specifications, adverts, induction materials will contain an explicit statement about the TLET's commitment to safeguarding and promoting the welfare of children. Person Specifications will make specific reference to the applicant's suitability to work with children (see samples in Appendix 4). They will also contain information about who the post holder is responsible for and to.

Short Listing

Short listing will always be an activity undertaken by at least two people, where at least one is Safer Recruitment trained, and no conflicts of interest are declared between applicants and those shortlisting. At this point any concerns around application forms will be shared.

Application forms will be scrutinised to identify any discrepancies / anomalies / gaps in employment. These will be noted and further work undertaken if the candidate is considered for short listing.

All candidates will be assessed equally and consistently against the criteria in the Person Specification.

Wherever possible, recruitment activities will be organised to allow references to be obtained on shortlisted candidates prior to interview.

The TLET will obtain independent professional and character references directly from the referee that will answer specific questions to help assess an applicant's suitability to work with children and following up any concerns. The TLET standard reference request form should be used. Open references will not be accepted as a substitute for a reference. Panels should be cautious of references that are sent from personal email accounts. All electronic references must be verified by contacting the referee by telephone.

All references will seek for specific information relating to disciplinary offences relating to children including those where any sanctions may have expired (e.g. warnings that may not be used in new disciplinary hearings). The reference will seek information on whether the applicant has been subject to any child protection concerns and if so any outcome of any enquiry or disciplinary procedure (see Appendix 3).

Specific questions relevant to the post will be included for comment by the referee. A statement about liability of accuracy will be included.

References will be checked against the information provided on application forms.

Any matters raised on references will be noted and taken up with the applicant at interview.

If references have not been received before the interview, candidates will be asked if there is anything they wish to declare or discuss in light of what may be asked from a referee, and all references received will be scrutinised and checked against the information provided in the application form. Any matters raised on references received after interview will be taken up with the applicant prior to their appointment being confirmed.

Interview Stage

All recruitment campaigns will involve an interview stage, regardless of the number of shortlisted applicants. All applicants will be subject to an identity and professional qualifications check in all cases. Candidates should be asked to provide these on the day of interview and appropriate copies made in the academy. The panel should not accept pre-made photocopies.

Comprehensive information will be obtained from applicants and any information provided by applicants that may have discrepancies or anomalies, for example in their career history, will be taken up with candidates with a view to resolve them to a satisfactory level.

A face-to-face interview will be undertaken with a panel of interviewers as the minimum tool to explore the candidates' suitability for the post and to work with children.

The TLET Interview Template **must** be used by adding post-related questions to the template as well as asking the TLET required question/s already populated in the template (Appendix 8). These are important safeguarding questions and **must not be removed** or omitted from the template or interview process.

There will always be at least two people interviewing of which one will have successfully completed the Safer

Recruitment Training within 4 years (and not exceeding) prior to the recruitment process.

Panel members will have the authority to appoint staff.

The panel will have met to agree questions / assessment criteria / standards prior to the interview.

The pupil/student voice is an important concept within TLET academies and where appropriate, nominated Pupil/Student Leaders will be appointed to take part in recruitment activity with the appropriate control measures in place, including the presence of briefed staff/panel members. Pupil/Student Leaders should be briefed and trained regarding expectations for their own conduct as well as on key assessment criteria prior to the recruitment activity taking place.

The panel will have discussed any issues arising from the application forms and references and the approach they intend to take to deal with them.

The interview will seek out the candidates' suitability for the role in terms of skills along with the person's attitude towards children, their ability to support the safeguarding agenda for the TLET, any gaps in employment history and concerns or discrepancies provided by the candidate or referee. Specific questions should be asked at interview concerning safeguarding – these should avoid being hypothetically based or questions that candidates could research beforehand (i.e. *What do you understand by the term 'safeguarding'*). Rather, safeguarding questions should explore a candidate's safeguarding values and could be scenario based (i.e. *Tell us what you have done in the last 12 months to improve child protection in the workplace – how did this action arise? Tell us of a time when you felt like you fell short of the safeguarding standard. Have you ever had to challenge the views/practice of a colleague in relation to safeguarding a child?*)

The panel will also ask the candidate if they wish to declare anything in light of the requirement for an Enhanced Disclosure & Barring Service (DBS) check.

Offer of Appointment

All offers of appointment are made conditionally and subject to satisfactory checks and references. On offer of appointment, references should have been received. An unconditional offer of appointment must never be made under any circumstances.

A satisfactory Enhanced DBS check and satisfactory health clearance will be sought at the earliest possible stage and any offer of appointment will be made conditional to satisfactory reports.

An offer in writing will explicitly state the offer is subject to the above and the TLET's commitment to safeguarding (see Appendix 6).

Post Interview

All notes of the selection procedure will be kept for the successful candidate and on the personnel file.

Copies of other notes will be destroyed in an appropriate manner, after retaining them for a minimum period of six months.

If a disclosure reveals information that a candidate has not previously declared during the course of the selection process, then further advice will be sought and the relevant DBS guidance will be followed. The TLET HR department will complete a DBS Risk Assessment (following disclosure) and consult with line managers, and Principals in the case of Academy employees/volunteers, as part of the risk management process. Please TLET DBS Policy.

If an applicant has provided false information on their application form, or the person has been disqualified from

working with children or there are serious concerns about the applicants' suitability to work with children, then the facts will be reported to the police and the Children's Safeguarding Board, along with the Local Authority.

All overseas applicants will be subject to the same checks including DBS checks. Further advice will be sought from the DBS Overseas Information Service. In addition, a certificate of good conduct may be sought from the relevant overseas police force or embassy.

Verification that the candidate has the health capacity for the post will take place.

All newly appointed staff or volunteers will be required to familiarise themselves with the safe working guidance and will be subject to induction training, including safeguarding children (See Recruitment Checklist, Appendix 5 and Induction Checklist, Appendix 8).

For staff with an applicable probationary period, line managers must ensure that clear performance parameters for this period are discussed with the employee, regular reviews occur throughout the period and a formal meeting is held between the line manager and employee at the end of the probationary period to either bring it to an end, or to consider an extension.

Existing staff will be required to undergo refresher training on a regular basis for safeguarding children. The purpose of the training will be to set clear expectations of what is required of them in terms of conduct, familiarise themselves with the TLET's and academy policies and procedures, clarify roles and responsibilities and enable the line manager or relevant person to address any concerns or issues immediately.

The content and nature of the induction programme will vary according to the individual. The safeguarding training at induction will aim to provide information about policies and procedures in relation to child protection, safe working for the protection of children and adults within the TLET, how and with whom any concerns can be raised and any other relevant policies, e.g. Public Disclosure (Whistleblowing), Disciplinary and Capability.

Existing Staff

If the TLET receives new information about a member of staff that suggests they are a risk to children the TLET will contact the relevant registered body(ies) and the local authority. The TLET's disciplinary policy and procedure, and any other appropriate policy and procedure, will be referred to if there are any concerns regarding the misconduct of a member of staff and if they are a potential risk to children.

Supply staff

All supply agencies will be required to confirm any contractors supplied have undergone the necessary checks for safeguarding children, namely identification, qualifications, Enhanced DBS and references. References must be provided prior to the contractors start date, and these must be scrutinised by an appropriate member of staff, i.e. line manager or similar. On their first day to an academy, the contractor will be required to provide photographic identification as proof of their name and confirmation they are the person whom the supplying agency has sent. Any contractors sent from external agencies such as sports coaches, will need to provide confirmation that Enhanced DBS checks as a minimum have been conducted. An identification check will be undertaken on their first day on arrival to school.

Other local authority staff or volunteers

All centrally employed and Local Authority staff will not be subject to a separate Enhanced DBS check as this

will have been carried out at the employing organisation. The school will however conduct an identity check on their arrival to school.

Enhanced DBS checks will take place for all those who will have regular access to children (supervised and unsupervised), and subject to certain exceptions, a list 99 check will be carried out as a minimum. In this case, 'regular' means once per week or 4 times in every 4 weeks.

Volunteers can express an interest to partake in regular work with the pupils across the TLET's academies by completing a Volunteer Application Form (Appendix 7). All volunteers will undergo a face-to-face interview with a representative from the academy. The appropriate procedure will be followed in conjunction with the Trust's HR department and the line manager for the department the work is intended to take place in.

Monitoring of Procedures

Recruitment and induction processes will be monitored by the Board of Trustees and by local Academy Improvement Management (AIM) Boards to allow future practice to be better informed and will gather information on exit interviews and staff turnover including reasons for leaving and attendance to child protection training for new starters. The Trust's Safeguarding Trustee will oversee this monitoring.

A Single Central Record (SCR) will be kept and maintained on all staff, contractors and volunteers who may have access to children in each of the TLET's academies. The record will contain the personal details of the individual, along with the checks that have been conducted on the individuals concerned. The information will be available to the Senior Leadership Team only as well as the TLET's Chief Executive Officer, who can request access to an SCR at any time.

6 – Equality Statement

6.1 This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust.

7 – Monitoring of the Policy

7.1 It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring and reporting of findings to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.

Appendix 1 – Example recruitment advert (inc. safeguarding statement)

MAT: Transforming Lives Educational Trust

Address: Ashlawn School, Ashlawn Road, Hillmorton, Rugby, Warks, CV22 5ET, HR Administrator

Publication	Insertion Date	Style	Classification
TES - online only	XXXXXX	Display with logo	Secondary/Primary
WMJobs/eTeach/ School Website	XXXXXX	Display with logo	Secondary/Primary

INCLUDING THE FOLLOWING INFORMATION:

School name:	XXXXXXXX		
Post title:	XXXXXXXX		
Scale:	XXXXXXXX		
	Permanent/Temporary/Fixed Term	Full Time/Part Time	Start date: XXXXXXXX
Body of text:	<p>The Transforming Lives Educational Trust (TLET), based in Rugby in Warwickshire, was born out of the successful partnership between Ashlawn School and a partner school, Henry Hinde Infant School. At the heart of our approach is the fact that we believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become leaders in our diverse and ever-changing world.</p> <p>XXXXXXXX – insert details about the academy and the post.</p> <p>Transforming Lives Educational Trust and its academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>		
Application details:	XXXXXXXX – insert details of application and submission deadline		
Additional Documents:	Job Description Person Specification Application Form		
Telephone number: XXXXXXXXXXXX	email: XXXXXXXX		
	Interviews: XXXXXXXXXXXX		

Job Application Form



Guidance

Data Protection Notice

Throughout this form we ask for some personal data about you. We'll only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:

- you have given us your consent;
- we must process it to comply with our legal obligations.

Pre-employment and Disclosure and Barring Service checks

Transforming Lives Educational Trust and its Academies have a responsibility for, and are committed to, Safeguarding and promoting the welfare of children, and for ensuring that they are protected from harm. We are committed to Safeguarding and promoting the welfare of all those whom we serve, as well as complying with best practice in the application of Safeguarding. Therefore, if you are offered a job, the offer will be conditional on satisfactory pre-employment checks. These can include references, qualifications and other evidence e.g. driving licence, as well as a medical questionnaire, and, in some instances, taking a medical examination. In all cases an enhanced Disclosure and Barring Service (DBS) Disclosure check will be carried out.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that is considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate. For posts in regulated activity, the DBS check will include a barred list check. It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified. Any data processed as part of the DBS check will be processed in accordance with data protection regulations.

Do you have a DBS certificate? Yes No **Date of check:**

If you've lived or worked outside of the UK in the last five years, Transforming Lives Educational Trust may require additional information in order to comply with 'safer recruitment' requirements. If you answer 'yes' to the question below, we may contact you for additional information in due course.

Have you lived or worked outside of the UK in the last five years? Yes No

We will not ask for any criminal records information until we've received the results of a DBS check.

You may, if you wish, provide information in relation to any criminal convictions you may have had in the past that are not spent. This information should be provided in a sealed envelope marked with your full name and the post for which you are applying, and be submitted either with your application form or handed to a member of our HR or interviewing teams should you be invited for interview. This envelope will only be opened if you are selected for the post. If you are not selected for the post, the envelope will be returned to you, unopened. Alternatively, if applying via email, details should be provided by a password protected attachment – we will only request the password should you be selected for the post.

Any convictions listed on a DBS check will be considered on a case-by-case basis.

Right to Work in the UK

Transforming Lives Educational Trust will require you to provide evidence of your right to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006.

Completing the Application Form

Please complete all sections of this form using **black ink or type**.

Every section in the application form must be completed as fully as possible, and the information provided must be accurate. We do not accept Curriculum Vitae (CVs)/Resumes alone. We recommend that you retain a copy of your application form for reference. **Please note that applications will only be accepted if this form is completed in full.**

The main sections of the application form will ask for a variety of information relating to your personal, educational and employment history. This information allows your application to be fully assessed against the criteria and competencies associated with the role. When completing the application you should provide your entire work history including a description of any gaps. In addition, you should outline all the skills, qualifications and awards you have, but you can be selective and only provide those you consider relevant to the job for which you are applying. The sections of this application form that include your personal details and equalities monitoring information will be detached prior to shortlisting. This is to ensure that your application is dealt with objectively.

Please submit this form either electronically or by post to the address given on the job advertisement. However, if you require assistance, or do not know where to send this form, please contact the academy to which you are applying. If posting this application, please ensure the correct postage is paid.

Additional Information

This section is where you have the opportunity to explain why you are suitable for the job for which you are applying. In order to give yourself the best opportunity of being shortlisted you should look at the criteria and competencies for the role (outlined in the Job Description and Person Specification) and give examples from your personal, educational or employment history that effectively demonstrate these. If you do not meet all of the essential criteria, it is very unlikely you will be invited to interview.

Declaration of interests and relationships

We ask all potential employees to inform us of any relationships to councillors, Trustees, Academy Partners (governors) or employees. We have to do this to ensure that everyone is treated fairly and in order to ensure that there is no reason why offering a position would be unfair or create a conflict of interest.

Confirming the outcome of an application

We will contact you to inform you of the outcome of your application within two weeks of the application deadline. If you are successful, we will provide you with information regarding the next steps of the application process.

Declaration

I have read and understand the guidance for completing an application for the advertised post at Transforming Lives Educational Trust.

Signed:

Name:

Date:

Vacancy Details

Position Title	
Organisation/Academy	
Job Vacancy Reference Number	
Date you are available to begin a new post	
Where did you hear about this vacancy?	

Personal Details

First name	
Surname	
Title (e.g. Mr, Mrs)	
Previous Surname (if applicable)	
If you preferred to be called by a name other than above, please specify	

Contact Details

Address	
Postcode	
Home Tel. Number	
Mobile Tel. Number	
Email Address*	
*if provided this will be used for future correspondence	
If you wish to provide a second address, please do so on a separate sheet and provide an explanation, e.g. term-time only, and tick here if you do so	

Disability and Accessibility

Transforming Lives Educational Trust has a commitment to ensuring that applicants with disabilities or impairments receive equal opportunities and treatment.

If you have a disability or impairment and would like us to make adjustments or arrangements to assist if you are called for an interview please state the arrangements you require:

Teaching Positions: Right to Work in the UK

Do you have the right to work in the UK? Yes No

If yes, please state on what basis:

- UK citizen EU settled status Skilled worker visa
 Graduate visa Youth mobility visa
 Other – please provide full details in the box below

Time Spent Living and/or Working Overseas

Have you spent time living and/or working outside of the UK? Yes No

If yes, please give details, including countries and relevant dates:

Relationships

Please provide details of any relationships that you may have with significant individuals or groups.

Are you related to, or have a personal relationship with; a Councillor, member of AIM Board, Trustee, pupil or Employee of TLET?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If YES, please provide details, including the name, position and relationship.		

Flexible Working

Generally, all jobs can be open to part-time or job share arrangements (where a position may be split into two part-time positions) unless there are compelling and objectively justified reasons to the contrary.		
Do you wish to apply for the position on a part-time or job-share basis?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If YES, this will be discussed with you if you are short-listed for interview		

Employment History

Please provide details of your employment history, starting with your most recent /current employer and working back. Please also account for any gaps in employment.

Current Employment Details						
Job title	Employer details (name, address, email and/or telephone number)	Dates of employment	Permanent or temporary post	Part or full time	Salary (including allowances)	Description of responsibilities

Previous employment				
Job title	Employer Name and Address	Dates of employment	Description of responsibilities	Reason for Leaving

Teacher Status

Do you have Qualified Teacher Status (QTS)?	Yes / No
Teacher reference number	
Date of qualification	
QTS Teacher status route	
Are you subject to a teacher prohibition order, or an interim prohibition order, issued by the secretary of state, as a result of misconduct?	
Are you subject to a General Teaching Council sanction or restriction?	

Memberships

Please provide details of any memberships you have of any organisations which are relevant to the job for which you are applying.

Name of organisation	Registration Number

Education & Qualifications

Please provide details of your education and qualifications, starting with your most recent and working back. Please also account for any gaps in education.

Courses attended / Qualification / Subjects	Grade / Level	School / College or Training Provider	Year Completed

If required, continue on a separate sheet and tick here to confirm you have done so

Training & Professional Development

Please give details of training or professional development courses undertaken in the last five years that are relevant to your application.

Course dates	Length of course	Course title	Qualification obtained	Course provider

Additional Information

Please provide any additional information or comments you wish to bring to the attention of the selection panel. In this section you must ensure that you demonstrate fully how you meet each of the criteria set out in the person specification for the post for which you are applying. You may find it helpful to address each of the criteria in turn, and to include any experience, skills and abilities that you have gained through paid work and through voluntary and community work.

If required, continue on a separate sheet and tick here to confirm you have done so	
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Reference Details

Please give the names of two people who are able to comment on your suitability for this post. One must be your current or last employer. If you've not previously been employed, please provide details of another suitable referee. Please let your referees know that you've listed them, and to expect a request for a reference should you be shortlisted. Transforming Lives Educational Trust reserves the right to seek any additional references we deem appropriate.

Referee 1 – Current / Most Recent Employer or Educational Establishment

Name			
Job Title and Relationship to you			
Organisation			
Address			
Contact number			
Email Address			
Is this your current employer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Can we seek this reference without further consent from you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Referee 2 – Employment, Education or Character

Name			
Job Title and Relationship to you			
Organisation			
Address			
Contact number			
Email Address			
Type of referee?	Employment <input type="checkbox"/>	Education <input type="checkbox"/>	Character <input type="checkbox"/>
Can we seek this reference without further consent from you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Declarations

With this application, I hereby consent to the information in this form being retained for recruitment, selection and employment related purposes only. I declare that all statements I make in this application are true and, to the best of my knowledge and belief, that I have not withheld any relevant information. I understand that if I have made any false statements or omitted any information, I am liable to have my application rejected or, if appointed, liable to be dismissed.

Signed:

Date:

We readily engage with our responsibilities under the Public Sector Equality Duty to promote equality for everyone. To assess whether we're meeting this duty, whether our policies are effective, and whether we're complying with relevant legislation, we need to know the information requested below. This information **will not** be used during the selection process. It will be used for monitoring purposes only.

EQUALITIES MONITORING INFORMATION								
What is your date of birth?	D	D	M	M	Y	Y	Y	Y
What is your sex?	<input type="checkbox"/> Male <input type="checkbox"/> Female							
What gender are you?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say							
Do you identify as the gender you were assigned at birth?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say							
How would you describe your ethnic origin?								
White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background Asian or British Asian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Chinese	Black or Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background Mixed <input type="checkbox"/> White and Asian <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Black Caribbean	Other Ethnic groups <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Prefer not to say						

		<input type="checkbox"/> Any other mixed background	
Which of the following best describes your sexual orientation?			
<input type="checkbox"/> Bisexual <input type="checkbox"/> Heterosexual/straight <input type="checkbox"/> Homosexual		<input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say	
What is your religion or belief?			
<input type="checkbox"/> Agnostic <input type="checkbox"/> Atheist <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu		<input type="checkbox"/> Jain <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> No religion	
		<input type="checkbox"/> Other <input type="checkbox"/> Pagan <input type="checkbox"/> Sikh <input type="checkbox"/> Prefer not to say	
Pregnancy and maternity			
Are you pregnant? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say		Have you given birth within the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say	
Are your day-to-day activities significantly limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?			
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say			
If you answered 'yes' to the question above, please state the type of impairment. Please tick all that apply. If none of the below categories applies, please mark 'other'.			
<input type="checkbox"/> Physical impairment <input type="checkbox"/> Sensory impairment <input type="checkbox"/> Learning disability/difficulty <input type="checkbox"/> Long-standing illness <input type="checkbox"/> Mental health condition <input type="checkbox"/> Developmental condition <input type="checkbox"/> Other			

Appendix 3 – TLET Standard Reference Request Letter and Form



«Title» «Firstname» «surname»
«company_name»
«address_line_1»
«address_line_2»
«address_line_3»
«address_line_4»

Dear «Title» «surname»

Re: «applicant»

Application for the post of

I have received an application for this post from the above named person, who has given your name as a referee.

Details of the post are enclosed and I would be grateful for your comments on the applicants' suitability for this position and working with children or young people, on the attached form.

A response may be sent either by post, to [insert name and address], or by email to [insert email address].

DfE guidelines prompt me to remind you that in providing a reference you have a responsibility to ensure the reference is accurate and does not contain any material misstatement or omission. Relevant factual content of the reference may be discussed with the applicant.

I would like to take this opportunity of thanking you in advance for your reference.

Yours sincerely

XXXX XXXXX

Enc
Reference Form
Job Description
Person Specification

Employer Reference Request



This form should be used to provide a reference for an individual who is involved in a recruitment campaign with Transforming Lives Educational Trust or one of its academies. It should provide all factual information you can disclose regarding the employee' time with your organisation. Please **DO NOT** provide health and sickness related information. If appropriate, please provide continuous service information.

For assistance with this form or the process for which this form is part, or to submit the completed form, please contact the person named on the covering letter.

Candidate Details

Forename/s			
Surname/s		Title (e.g. Mr, Mrs)	

Position Details

Job Title	
Organisation/School/Academy	

Employment Details

Please complete the section below referring to the time the candidate worked within your organisation.		
Position Held		
Salary		
Start Date		
End Date (if applicable)		
Local Government continuous employment date (if applicable)		
Reason for Leaving (if appropriate)		
How long have you known the candidate?		
Did they complete a satisfactory probationary period?	Yes	No
Would you re-employ this person?	Yes	No
Do you consider this person to be honest and trustworthy?	Yes	No
If you have answered NO to any of the above questions, please provide additional details below.		
Has the candidate been subject to any disciplinary procedures where the disciplinary sanction is current?	Yes	No
If YES, please provide additional details below:		

Safeguarding Details

This section is to obtain details on an individual that relates to their ability to work in an environment where there may be contact with Children or Vulnerable Adults. This is essential to safeguarding these vulnerable groups and so we ask that this section is completed fully and that you provide as much information as possible, where appropriate. This information will be handled sensitively and confidentially.

Has the candidate been subject to a disciplinary procedure relating to the safety and welfare of children or young people or vulnerable adults?	Yes	No
Has the candidate been subject to any allegations or concerns in relation to the health and welfare of children or young people or behaviour towards children or young people or vulnerable adults?	Yes	No
Is there any reason why you are not completely satisfied that the candidate is suitable to work with children or vulnerable adults?	Yes	No

If you answered YES to any of the above questions, please provide additional details below.

	Excellent	Good	Satisfactory	Poor	Comment (N/A)
Relationship with colleagues					
Ability to work in a team					
Relationship with pupils					
Classroom management					
Ability to inspire good work from others					
Planning and preparedness					
Quality of teaching and learning provision					
Ability to lead a team					
Examination results/outcomes					
Relationship with parents/carers					
Use of IT					
Initiative shown					
Quality of professional judgement					
Contribution to the life of the organisation					
Commitment to own professional development					
Potential for further promotion					
Honesty & integrity					
Credibility					
Flexibility					

Additional Information

Please provide any further information here including, if possible, the main areas of responsibility and achievements to date along with any skills or potential areas of weakness you have noted.

Declaration

I confirm that the information provided is accurate and complete and consent to being contacted should further clarity on the reference be required.

Job Title			
Organisation			
Name		Tel. No.	
Signature		Date	

Appendix 4 – TLET Example Person Specification and Job Description

Person Specification

Job Title:	Principal [Insert name of Academy] – Transforming Lives Educational Trust
Reports to:	CEO

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications/ Training	<p>Qualified teacher status.</p> <p>NPQH or other school leadership accredited training.</p> <p>A good honours degree or equivalent</p> <p>Evidence of recent and relevant training and development at headship level, in preparation for headship, or at senior leadership level.</p>	<p>Additional Ofsted training / experience.</p>
Experience	<p>Successful, significant and substantial senior leadership within a secondary school.</p> <p>A proven track record of delivering school improvement.</p> <p>An outstanding teacher with a proven track record of achieving high standards and the ability to demonstrate and inspire outstanding teaching/classroom practice.</p> <p>Experience of successful performance management by monitoring, evaluating and delegating effectively.</p> <p>Implementing effective and inclusive systems to support students' well-being, positive behaviour and excellent attendance.</p> <p>Proven success in budget and resource management, ensuring value for money to support the best educational outcomes.</p>	<p>Headship of a secondary school.</p> <p>Leadership experience in an outstanding school.</p>
Knowledge/Skills (Ability to)	<p>Knowledge of current child protection guidance, safeguarding, and health and safety requirements.</p> <p>In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues.</p> <p>Ability to formulate and implement effective and efficient strategies that improve teaching and learning in a sustained way and challenge underachievement.</p> <p>Ability to communicate effectively with all members of the school and wider community.</p> <p>Clear decision making skills and a proven track record of problem solving and conflict resolution.</p>	

<p>Personal Qualities</p>	<p>Commitment to young people’s wellbeing, safeguarding and development.</p> <p>Commitment to continuous school improvement.</p> <p>Commitment to continual professional development of self and all the school’s employees.</p> <p>Presence and visibility as a leader, demonstrating optimism and resilience with a well-developed sense of proportion.</p> <p>Role model of best practice, with a professional manner that inspires confidence, trust and respect.</p> <p>Commitment to working collaboratively with the Trust and embedding the Trust ethos and values in the school.</p>	
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Job Description

Name:	XXXXXXXX
Salary Range:	XXXXXXXX
Academy/College:	[Insert name of Academy] – Transforming Lives Educational Trust
Job Title:	Principal
Contract	Headteacher terms and conditions
Responsible to:	CEO
Key relationships/Liaison with:	Executive Team SLT
Job purpose:	The Principal is responsible for delivering the educational outcomes standards and the day-to-day leadership and management of [Insert name of Academy] .
MAIN ROLE AND RESPONSIBILITIES:	
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Promote exacting standards of teaching and learning and develop the highest quality education for every student • Proactively lead and manage the organisation and management of the academy to enable the very best of education for every student • Demonstrate inspiring leadership building the confidence of all stakeholders • Drive, lead and promote the achievement agenda to bring about year on year improvements • Ensure that [Insert name of Academy] is fully prepared for any Ofsted inspection or other audit • Be accountable for ensuring safeguarding processes and procedures are compliant and effective to ensure the safety of all, assuming the role of Designated Safeguarding Lead (or its appropriate delegation) • Embed a shared culture and commitment to the values, aims and objectives of TLET <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Deliver excellence of provision across and throughout the curriculum and encourage the development of innovative ways of learning incorporating research based approaches and applied technology • Ensure inclusive and outstanding teaching and learning are at the centre of the academy’s strategic planning and management • Foster a culture of transparency across the academy setting the highest possible standards and holding all to account • Ensure there is a consistent, on-going vision and focus that leads to raising student achievement, making best use of data to monitor, intervene and promote progress at every level and in every student’s learning • Identify and eliminate gaps in achievement between key groups of students • Recruit and retain outstanding teachers and support staff in order to support the success of the academy • Deliver on-going development and training of all staff • Deliver robust performance management to raise standards <p>Accountability</p> <ul style="list-style-type: none"> • Deliver the Trust’s ethos and culture so that everyone is able to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes • Develop further [Insert name of Academy] as an organisation where all staff are empowered to contribute to the on-going improvement of the academy 	

- Present coherent, understandable data on student progress to the CEO and Trustees on a regular basis
- Facilitate local governors to provide support in raising achievement

Resource Management

- Work within the financial parameters set by the Trust
- Ensure all financial procedures comply with EFSA guidelines
- Empower leaders to make their own financial decisions by delegating budgets
- Support the Trust in ensuring compliance in Health and Safety and financial probity
- Support the Trust in maintaining the accommodation to the highest possible standard so that it meets curriculum needs and facilitates learning in a clean, attractive and safe environment.

This job description sets out the duties and responsibilities of the post at the time it was drawn up.

Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

Appendix 5 – TLET Recruitment Checklist

All of the following tasks **must** be completed as a minimum requirement at the appropriate stage to help ensure that all personnel are able to fulfil their given role/s in the Trust.

Pre-Interview		
Action	Initials	Date
Planning <ul style="list-style-type: none"> Job role decided – what do we really want/need? Timetable decided Job description and person specification 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. 		
Vacancy Advertised <ul style="list-style-type: none"> Advertisement includes reference to safeguarding policy and Staff Behaviour policy (i.e. where it can be viewed by potential applicants – school website) Advertisement includes statement of commitment to safeguarding and promoting welfare of children and need for successful application to be DBS checked 		
Application on receipt <ul style="list-style-type: none"> Scrutinised Any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing 		
Short-list prepared <ul style="list-style-type: none"> Using short listing grid agreed at planning stage Short listing to be completed by a minimum of 2 people (ideally those involved in interviewing), 1 must be safer recruitment trained Confidentially distribute applications from shortlisted candidates to interview panel members who did not shortlist 		
References – seeking <ul style="list-style-type: none"> Sought directly from referee on shortlisted candidates (check from work-based email accounts) Ask recommended specific questions Include statement about liability of accuracy 		
References – on receipt <ul style="list-style-type: none"> Checked against information on application Scrutinised Any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) Follow up receipt of reference with phone-call to referee (always if sent electronically) 		
Invitation to selection day <ul style="list-style-type: none"> Includes all relevant information and instructions 		
Selection Day		
Selection day arrangements <ul style="list-style-type: none"> At least 2 panel members (min 1 safer recruitment trained) Panel members have authority to appoint Have met and agreed issues and questions/assessment criteria/standards 		
Selection day <ul style="list-style-type: none"> Explores candidates suitability for work with children (safeguarding) as well as for the post 		
<i>Note: Identity, qualifications and right to work in UK of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed in personnel file; where appropriate applicant completed application for DBS disclosure.</i>		
Conditional offer of appointment <ul style="list-style-type: none"> Offer of appointment is made conditional on satisfactory completion of following pre-employment checks and, for non-teaching posts, a probationary period – References; identity; qualifications; permission to work in the UK; overseas criminal records checks and/or letter from country's professional regulatory authority (where applicable); DBS certificate; DBS barred list; health; disqualification declaration; prohibition (for teaching posts); Qualified Teacher Status (for teaching posts). 		
Post Selection Day		
Statutory Induction <ul style="list-style-type: none"> Formal meeting with Principal/Trained Line Manager to complete school's induction programme Identify mentor Explain details of probationary period and how performance will be assessed (on-going) Child protection training and procedures, inc PREVENT training Health & Safety training and procedures Signed declaration for Child Protection policy, Staff Behaviour policy, Health and Safety policy, Keeping Children Safe in Education Guidance, Public Interest Disclosure (Whistleblowing) Update Single Central Register 		
Employee Documents <ul style="list-style-type: none"> Register biometric fingerprint (where appropriate); issue staff ID card & lanyard; issue new starter pack; issue contract and Statement of Particulars; Add to payroll/SIMS; create email account & system log in 		

Appendix 6 – TLET Example Offer Letter



Strictly Private & Confidential

Forename Surname

Address1

Address2

TOWN

POST CODE

(Date)

Dear (name of employee),

Re: Your offer of appointment

Further to your recent interview with (names) on (date), I am delighted to offer you employment with Transforming Lives Educational Trust (TLET) as a (job title) on the terms detailed below:

1. You will be employed by (name of employer)
2. You will work at (address)
3. You will report to (name of line manager)
4. Your starting salary will be £ (amount) per (hour/week/month/annum), payable (weekly/monthly) in arrears by direct credit transfer into your nominated bank or building society account. Your salary will be reviewed in (month). However, a salary review will not necessarily result in a salary increase.
5. You will be entitled to (number) days' holiday each holiday year (plus/including) bank holidays, calculated pro rata in your first and last year of employment. TLET's holiday year runs from (date) to (date).
6. Your normal hours of work will be from (time) to (time) from (day) to (day) (with half an hour/one hour for lunch). (However, these hours must be regarded as flexible and you may be required to vary them or to work such additional hours more than your normal hours of work as are reasonably necessary for the proper performance of your duties and to meet the needs of TLET's business.) (No extra payment will be made for any additional hours worked, unless expressly authorised by your line manager.) OR (Any overtime worked by you over and above your normal working hours at the request of TLET will be paid at (the rate of £ (amount) per hour) OR ((number) times your normal hourly rate). TLET reserves the right at its absolute discretion to vary overtime rates.)
7. Your employment will initially be on a (number) month probationary period. During this time, TLET will assess your performance and conduct, and it reserves the right at any time during or at the end of this period to terminate your employment with (one week's) notice in writing or payment in lieu. During this period, you are required to give (one week's) notice in writing if you wish to terminate your employment for whatever reason. Periods of notice thereafter are set out in your contract of employment, which will be provided to you within two months of your employment start date. TLET also reserves the right to extend your probationary period by up to (three months) should it deem this necessary.

Your employment is conditional upon you having attained all the qualifications and undertaken the work experience stated in your CV and at interview and on the other information disclosed to us during the

selection and interview process. In any event, TLET reserves the right to withdraw this job offer or terminate your employment where it is discovered that you do not have the said qualifications or experience or where you have provided false information or failed to disclose material information in this or in any other material respect.

(This offer of employment is conditional upon and subject to:

- Your being free to commence employment by no later than (date)
- Your signing and returning the attached duplicate copy of this letter to accept this offer of appointment by no later than (date)
- Your confirming that by accepting this offer of appointment and commencing employment with TLET, neither you nor TLET will be in breach of any obligations you owe to any third party, such as a previous employer (in which regard you should seek independent legal advice as soon as possible if you are in any doubt whether this is the case.)

This offer of employment is also conditional on the following documentation being obtained:

- (Two/three) references which are satisfactory to TLET, one of which should be from your current or most recent employer or, if this is your first job, your school teacher or higher or further education lecturer.
- Evidence of your right to work in the UK – you will be required to provide the necessary original documentation for checking and copying before you start work for TLET.
- (Proof of your stated professional and/or academic qualifications – please provide copies.)
- (Proof of your current, valid UK driving licence – you will be asked to provide your licence and counterpart to TLET for inspection.)
- (A (basic/standard/enhanced) certificate (criminal record check) issued by the Disclosure and Barring Service (, which will also include a check of the DBS Barred Lists) (– please fully complete the enclosed DBS application form.)

If you fail to produce the documentation that we require within a reasonable period, or if in TLET's opinion the documentation is not satisfactory, this offer of employment will be withdrawn. Furthermore, if your employment has already commenced, TLET reserves the right to terminate it without notice.

This offer is also subject to the terms set out in your contract of employment.

If you wish to accept this offer of employment, please telephone me immediately so that we may agree an employment start date. Would you also sign the attached duplicate copy of this letter and return it to (name) by no later than (date), (and copies of your qualification certificates/completed DBS application form).

Full details of all your terms and conditions of employment are contained in your contract of employment (and TLET's employee handbook), which will be provided to you within two months of your employment start date. The terms of your contract of employment will prevail if they conflict with the details given above.

We look forward to hearing from you and we very much hope that you will agree to join our team and help us continue to build TLET.

Yours sincerely,

Forename Surname – Job Title

For and on behalf of (Academy name), proud to be part of **Transforming Lives Educational Trust**

Cc: File

Enc.: (#)

List relevant documents, such as...

New employee checklist

Proof of qualifications consent form

CRB/DBS Clearance application form

Privacy notice (employment)

I accept the offer of employment on the terms and conditions set out in this conditional offer of appointment letter dated (date) and I hereby give my consent for you to contact my named referees.

Signed: _____

Date: _____

Applicant name:

Appendix 7 – TLET Volunteer Application Form

We are pleased that you would like to volunteer at one of our academies. Please complete this form and return it to the main office of the academy at which you would like to volunteer at.

Name of Academy/School:		
Full Name:	Address:	Contact Number:
Why are you interested in volunteering at an academy/school?		
What experience do you have that would be useful in an academy/school?		
What would you like to achieve from volunteering?		
Please provide the name and contact details of two referees. If you are currently employed, one referee should be your current employer.		
Referee 1	Relationship to you, e.g. employer:	Name: Address: Tel No:
Referee 2	Relationship to you, e.g. employer:	Name: Address: Tel No:
Can we contact your referees without previously notifying you?	Referee 1: Yes No	Referee 2: Yes No

Transforming Lives Educational Trust and its academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix 8 – TLET Induction Checklist

Employee:	
Job title:	
Date of appointment:	
Line manager:	
Induction completed:	
To be seen by Principal/CEO?	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Completed By	Date	Comments
Welcome Introduction to department and line manager Complete and check any outstanding documents and forms, i.e. Right to Work etc. Collect P45 and NI number Issue security pass			
Business Structure & Organisation Brief history Key clients Organisational structure Management structure Locations Departments Regulatory bodies Future and developments			
Department Structure Structure Relationship with other departments Introduction to other managers Introduction to work colleagues Identify mentor			
Job description Job Duties Responsibilities Reporting line Workstation location Training provision Performance appraisals Promotion prospects			
Terms and Conditions of Employment Probationary period Hours of work, rest breaks and overtime Salary, when and how paid Expenses Annual leave entitlement and holiday rules Sickness and other absence rules Standards of dress Standards of performance and behaviour expected Disciplinary and grievance procedures			

<p>Notice periods Other main terms and conditions Staff Handbook Trade union/employee representatives Useful contacts for issues, e.g. salary queries, computer problems, etc.</p>			
<p>Equal Opportunities and Dignity at Work Equal Opportunities policy Dignity at Work policy Training</p>			
<p>Health and Safety Risk assessment Safety hazards Safety rules and precautions Protective clothing No smoking policy Emergency procedures Location of fire exits Location of fire-fighting equipment Fire alarm and drill Location of first aid kit Procedure for reporting accidents and location of accident book First aid officers Safety representatives</p>			
<p>Safeguarding Child Protection and Safeguarding Policy and procedures Keeping Children Safe in Education PREVENT training Public Interest Disclosure (Whistleblowing) Policy and procedures Staff Code of Conduct</p>			
<p>Use of Equipment Telephone Computer, e-mail and Internet Printer Photocopier Other office equipment</p>			

Signed: _____

Date: _____

(Employee name)

Signed: _____

Date: _____

(Line Manager)

Appendix 8 – TLET Interview Template

Position:				
Date:				
Candidate:				
Panel Member:		Safer Recruitment Trained	Y	N

Check: <ul style="list-style-type: none"> Gaps in employment history? Qualification clarification? 				
1.				
1 – poor	2 – satisfactory	3 – good	4 – very good	5 – excellent
2.				
1 – poor	2 – satisfactory	3 – good	4 – very good	5 – excellent
3.				
1 – poor	2 – satisfactory	3 – good	4 – very good	5 – excellent
Etc.				
1 – poor	2 – satisfactory	3 – good	4 – very good	5 – excellent

Safeguarding question/questions as per policy guidance (i.e. *Tell us what you have done in the last 12 months to improve child protection in the workplace – how did this action arise? Tell us of a time when you felt like you fell short of the safeguarding standard. Have you ever had to challenge the views/practice of a colleague in relation to safeguarding a child?*)

1 – poor

2 – satisfactory

3 – good

4– very good

4 – excellent

Do you have any questions for us or is there anything else you would like to add that you have not had the opportunity to do during the process?

Are you still a firm candidate for the role? Y / N

Any additional notes: