



The Grange School and Sports College Policy Document



1. **Title:**

Recruitment Policy

2. **Purpose:**

To provide equality of opportunity in an effective process of recruitment of all staff to the Grange School and Sports College.

To have an open and honest policy on recruitment where all interested parties are treated fairly and with equality of opportunity.

3. **Aims:**

To have a clear, effective and fair recruitment procedure that follows a logical process from advertising the post through to appointment.

To identify and exploit every opportunity presented by the recruitment process to pursue the needs of the School Improvement Plan, budgetary targets, Workforce Remodelling/New Staffing Structure and good practice in staff flexibility and multi-skilling, improved job satisfaction and increased personal responsibility and accountability for future job holders.

4. **Policy:**

As the vacancy arises:

| | TASK | TIMING | STAFF |
|----|--|--------------------------------|--------------|
| 1. | <ul style="list-style-type: none"> ▪ Is there an opportunity to change the job purpose, content, conditions, hours of pay structure to further those above aims? ▪ Does the vacancy exist? – can the role be combined or absorbed without significant loss of effectiveness or efficiency? ▪ What can we do to change the job role and content to improve job satisfaction, attractive to the labour-market. ▪ Can greater individual accountability be achieved? ▪ What implications are there from opportunities and issues identified by SLT in relation to the above aims. ▪ How does this change the Job Description? Ensure the job description makes reference to the responsibility for safeguarding and promoting the welfare of children. ▪ How does this change the Person Specification? Ensure that the person specification includes specific reference to suitability to work with children. | As vacancy/new position arises | SCK/JLe |
| 2. | Place ad (select publication) - include closing date (see following point) | As soon as possible | SCK/JLe |
| 3. | Closing Date to be decided (which then 'drives' the dates for the sift/short-listing/interviews) | As soon as possible | SCK/JLe |
| 4. | Enquirers' Pack to be prepared (to include): <ul style="list-style-type: none"> <input type="checkbox"/> Letter <input type="checkbox"/> Details of Post <input type="checkbox"/> Details of Faculty <input type="checkbox"/> Person Specification <input type="checkbox"/> Details of School <input type="checkbox"/> Application Form | As soon as possible | SCK/JLe |
| 5. | Send letter and pack to all Enquirers | By return | JLe |

| | | | |
|-----|---|---|------------|
| 6. | a) Send letter to those short-listed, calling them for interview (this can include details of the interview, make-up of interview panel etc.) b) Send for references on those short-listed. <i>Obtain and scrutinise information from applicants and take up and satisfactorily resolve any discrepancies or anomalies (such as unexplained gaps in employment history). Obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and follow up any concerns.</i> | a) As soon as known. b)As soon as poss. | JLe JLe |
| 7. | Arrange interview panel (see <i>Appendix 1</i>) | As soon as interview date known | SCK/JLe |
| 8. | Note into School Bulletin informing staff of: (i) the post advertised (ii) when the interviews will take place and names of candidates (iii) the outcome. | As soon as known | JLe |
| 9. | Copy applications, and references (when received), to interview panel. | As soon as poss. | JLe |
| 10. | Prepare interview questions and decide "who asks what". | As soon as candidates known | SCK/JLe |
| 11. | Prepare form to enable panel to record answers and to record rating system (1-4) to assist with selection at end of all interviews. | A few days before interviews | SCK/JLe |
| 12. | Conference Room booked for the interview day or Interview to take place in Head's office. | When date known | JLe |
| 13. | Interview Day: <input type="checkbox"/> List of candidates to main office with day's programme <input type="checkbox"/> Candidates taken to Conference Room. Met by JA/JLe. <input type="checkbox"/> Programme for day confirmed, including interview time and panel members. <input type="checkbox"/> Programme should include: - Tour of school (JA or HOF or sensible student) - Time with HOF and Faculty tea feedback of impressions of candidates to JA or - Time with a member of Support Staff (someone on Panel). - Teaching a lesson - Time to explore the school on their own. JA/JLe to devise each individual programme, as is appropriate. | As soon as known. | JA/JLe |
| 14. | After interviews and selection, a) successful candidate to be told (in person or by telephone) and b) given appropriate forms to complete, including CRB forms. | a) Immediately. b) Forms as soon as possible | SCK JLe |
| 15. | Appointment process put in hand (inc letter of appointment). | As soon as poss. | JLe |
| 16. | Unsuccessful candidates to be told (if told in person, a letter should then confirm not successful). | As soon as poss. | SCK JLe |
| 17. | Put copy of Enquirers' Pack on file for future reference | When possible | JLe |
| 18. | Arrange for post-appointment induction | | JA |
| 19. | Monitor appointment when in place | | JA |

NOTE: SCK to lead on Teaching Staff appointments; JA/LWd to lead on Support/Administration staff appointments. SCK/JA/LWd to interchange/substitute where necessary.

5. Relationship to other Policies:

- Equal Opportunities Policy
- Staff Development Policy

6. Monitoring, Review and Evaluation:

The effectiveness of the recruitment process should be measured against the success of the individual appointments made (effectiveness in role of the appointee, staff turnover, etc) and the effectiveness with which the recruitment was exploit to bring about desired change as identified in the SIP, School Budget, Workforce Reform/New Staffing Structure, etc. Governors are often involved in the recruitment process so ongoing monitoring can be secured.

APPENDIX 1

| TABLE OF GOVERNOR/ADVISER INVOLVEMENT | |
|--|--|
| Wherever possible a Governor should be present on the interview panel (teaching and non-teaching appointments) | |
| TEACHING APPOINTMENTS | |
| Standard Scale Posts | <ul style="list-style-type: none"> ▪ One Governor |
| Head of Subject and Head of Faculty | <ul style="list-style-type: none"> ▪ One Governor |
| Key Stage Coordinators and Assistants | <ul style="list-style-type: none"> ▪ One Governor |
| Other Middle Leader posts such as Curriculum Coordinators for Citizenship or Literacy and Numeracy | <ul style="list-style-type: none"> ▪ One Governor |
| SLT Posts (AHT & DHT) | <ul style="list-style-type: none"> ▪ Panel of three Governors ▪ LA personnel could be consulted and present at interview |
| Headteacher | <ul style="list-style-type: none"> ▪ Panel to include Chair of Governors, Vice Chair of Governors and at least four other Governors ▪ Confirmation of appointment by Full Governing Body ▪ LA Personnel could be consulted and present at interview |
| NON-TEACHING APPOINTMENTS | |
| Standard Support/Administrative posts | <ul style="list-style-type: none"> ▪ One Governor |
| Senior Support/Administrative posts, eg Business Manager | <ul style="list-style-type: none"> ▪ Panel of three Governors ▪ LA Personnel could be consulted and present at interview |

Adopted by Full Governing Body on: 12.12.07

Review Date: December 2010