



Recruitment and Selection Policy

Approved by:	FGB	Date: 8 th April 2025
Last reviewed on:	April 2025	
Next review due by:	April 2028	
Reviewed by:	Lisa Hillman (Headteacher)	

1. Introduction

This policy has been introduced to provide a framework for the efficient and effective recruitment of all staff at Slimbridge primary School and to ensure that a proper process is followed to select and interview staff to ensure that both legal and safer recruitment practices are met. Slimbridge school values the contribution of all staff and recognises that the recruitment of appropriately skilled employees is key to the provision of a safe and successful teaching and learning environment in where all pupils can aspire to our values of being: GREAT (Generosity, resilience, empathy, achievement and teamwork).

Slimbridge Primary School is committed to attracting, recruiting, and retaining high-quality staff who share our vision, values, and dedication to providing an excellent education for all pupils through creating 'An inclusive school community, empowering GREAT citizens of tomorrow'. Our recruitment process is designed to be fair, transparent, and in line with current employment legislation and safeguarding requirements.

2. Aims and Principles

Our recruitment policy aims to:

- Ensure a fair, consistent, and transparent recruitment process.
- Recruit individuals with the necessary skills, experience, and commitment to uphold the school's ethos.
- Promote equality, diversity, and inclusion in all aspects of recruitment.
- Adhere to safer recruitment practices to safeguard the welfare of children.

3. Safer Recruitment

Slimbridge Primary School follows safer recruitment guidelines to protect children and young people. This includes:

- Ensuring all job advertisements highlight our commitment to safeguarding.
- Requiring all applicants to complete a detailed application form.
- Conducting rigorous shortlisting, interviews, and background checks.
- Obtaining at least two professional references before appointment.
- Carrying out enhanced Disclosure and Barring Service (DBS) checks for all staff.

Please see our Safeguarding Policy, following the link below, for additional information on our safer recruitment and DBS checks – policy and procedures.

https://slimbridgeprimary.uk/wp-content/uploads/2024/10/Slimbridge-Safeguarding-Policy-13.10.24_Update.pdf

4. Recruitment Process

4.1 Advertising

All vacancies will be advertised through appropriate channels, ensuring equal opportunities for all applicants. Job adverts will include essential details about the role, school values, and safeguarding commitments. This policy relates to the recruitment for established posts within the school. Sourcing of supply staff lies outside this policy and is at the head teacher's discretion.

4.2 Application and Shortlisting

- Candidates must submit a completed GCC standard template application form, including a self-declaration of criminal records.
- A selection panel will review applications against the job criteria.
- Shortlisted candidates will be invited for interviews.
- A date will be given by when first tranche applications should be received to be put forward for shortlisting, but vacancies will remain open until filled.
- To ensure objectivity, shortlisting will be carried out by two members of the panel and as soon as possible after the closing date.
- All candidates should be assessed equally without exception or variation.
- When shortlisting, the job description and person specification should be available.
- All copies of application forms should have personal information removed.
- Note any anomalies or discrepancies or gaps in employment without any clear career or salary progression.
- Following shortlisting the panel should be made aware of any applicant who has indicated they have a disability. If the applicant meets all the essential requirements of the person specification it is considered best practice to invite them to interview.

4.3 Interviews and Selection •

- The selection process will include structured interviews, observed tasks (where appropriate), and safeguarding-related questioning.
- All interview questions and recruitment methods will be designed to check the criteria within the job description and person specification.
- One member of the panel will have undertaken safer recruitment training.
- The panel will assess candidates based on skills, experience, and alignment with the school's values.
- Proof of qualifications and right-to-work documentation will be checked.
- Online search as part of due diligence. This check should be carried out before the candidate is invited to interview, and before references are called. This may help identify any incidents or issues that have happened, and are publicly available online, which the school will explore at interview.
- Example online content to consider: extremist views; views of a discriminatory nature; information that contradicts the candidates employment history as shared on their application form; images or information that brings their professional integrity into question.

4.4 Pre-Employment Checks

Before any offer of employment is confirmed, the following checks will be completed:

- Enhanced DBS check and barred list check (if applicable).
- References from previous employers.
- Medical fitness declaration.
- Verification of identity, qualifications, and right to work in the UK.
- When the job offer is made it must be made clear that this offer is subject to receipt of a clear DBS check, Right to Work in the UK documents and the receipt of two satisfactory references.
- The Finance Officer will carry out all necessary checks before the person starts work.

4.5 References

- For all short-listed candidates two references are obtained prior to interview
- One reference must be from the previous employer
- Candidates must agree that the current employer can be approached for a reference prior to the selection process. Some candidates may request that a reference is taken up once a job offer is made. The panel must respect this request but ensure that the offer of employment is conditional on satisfactory references

5. Induction and Probation

All new staff members will undergo an induction process covering school policies, safeguarding, and professional expectations. A probationary period will be in place for new employees, with regular reviews to ensure a successful transition.

6. Equal Opportunities and Diversity

Slimbridge Primary School is committed to promoting equal opportunities and ensuring that no applicant is discriminated against based on age, disability, gender, race, religion, or any other protected characteristic. Reasonable adjustments will be made to support candidates with additional needs.

7. Monitoring and Review

This policy will be reviewed regularly to ensure compliance with employment legislation and best practices in education recruitment.

Preparation

The job description

The head teacher will draw up a description of the key duties, accountabilities, and areas of control of the post. All post descriptions will include reference to the school's equality and safeguarding policies. A job description provides an overview of the range of tasks and responsibilities that the postholder will be expected to deliver. The job description is not about the person who holds the post. It often contains details about to whom the position reports, levels of accountability or authority. It makes sure that everyone is clear about what can be expected of the post holder. It should be agreed for recruitment and then reviewed regularly (usually at performance reviews, or at a time of change) to make sure it is an accurate reflection of activities.

The contents of the job description will be drawn from experience of what the job has entailed or must include and the expectations of those who receive the 'service' provided by the post.

Within the school setting there will be some areas which are common to all job holders, for example: safeguarding and health and safety, and a general statement about undertaking tasks, when asked, which are reasonable and consistent with the level of the post.

Person specification

From this job description, the head will outline the person specification. These provide a description of skills, aptitudes, knowledge, qualifications, and experience that are needed to be able to conduct effectively the duties within the job description.

These criteria will be listed as essential or desirable. Some criteria can only be assessed after shortlisting (for example, interpersonal skills; verbal communication skills) (see example in Appendix A).

Selection process

The head will agree the approach for selection. This will always include an interview, and may also include other exercises, observation, etc as appropriate. The panel will also agree key questions to be asked at interview.

Where and how to advertise will be decided by the head teacher e.g. 'Gloucestershire Schools Vacancies', national media or local sources of advertisement such as notice boards in the community.

Application packs

All applications must be made using the standard GCC application form. All applicants will, as a minimum, be provided with the following information:

1. an application form
2. a job description and person specification
3. a summary of the school's equal opportunities policy (as detailed on the school website)
4. a policy statement about the school's commitment to safeguarding and promoting the welfare of children (as detailed in the advertisement and on the school's website).

Convening the selection panel

The panel will usually include the head, unless it is the head's post being recruited. The panel may also include senior leaders or governors.

Advertising the position

Advertising must be in media appropriate for the job role. It will provide a brief description of the post and key qualities required. All advertisements must include safeguarding details, an explanation of how to apply, and date by when applications should be received for shortlisting, vacancies will remain open until filled.

Managing the response

When the application forms are received the section containing personal information, which could lead to bias (name, age, ethnicity, etc.), is at the end of the form and can be stored separately and securely.

The application forms should be signed by the applicant – if there are any subsequent issues, this helps from a legal perspective. If the form has an electronic signature, obtain a written signature if they are shortlisted and come in for interview.

Slimbridge Primary School will acknowledge receipt of applications.

Any applications received after the closing date will not be put forward for shortlisting.

When the closing date has passed, the application forms (without confidential data) will be passed to the panel with shortlisting templates. Copies may be made if the shortlisting cannot be done by everyone on the same day and in the same place.

Shortlisting and sending invitations

Shortlisting is focused on the requirements of the job description and person specification. Shortlisting decisions are made on the basis of information provided in the application form measured against the job description and person specification.

- Review against the role/candidate profile. Have candidates got the relevant experience/skills that are required?
- Do candidates have the relevant qualification, if appropriate, that is required? If not, does their experience give them the same level of ability that is required?
- Can candidates work the hours required?
- Do candidates have the right to work in the UK?
- Do candidates have any criminal offences that may affect their ability to work in the school?
- Review the application for any special requirements for attending interview and review what reasonable adjustments can be made.
- Highlight any areas of concern that need to be specifically investigated. i.e. any gaps in candidate's career history or reason for leaving a previous employer.

When each member of the panel has made their assessment, they will agree whom to invite for the next stage of recruitment. No-one who has not demonstrated the criteria rated as "essential" will be taken forward to the next stage. They may add to the list of interview questions to make sure that any areas not covered within the application form can be explored.

Successful candidates will be invited for interview by email. For teaching posts a letter will follow to confirm the arrangements such as lesson observation and task content. Unsuccessful candidates will be notified via email.

References

References should be obtained for all short-listed candidates, including internal candidates– references should be obtained prior to interview where possible (see Appendix D for example of reference request letter). If there are concerns regarding an applicant's reference, do not progress that candidate any further or investigate thoroughly during the interview process.

Referees should be sent job description and person specification and their opinion sought on how the applicant meets the requirements of the role. As a minimum the referee should be asked to state whether they are aware of anything that might give rise for concern about the person's suitability to work with children, and specifically whether the person has been the subject of allegations about their behaviour towards children.

Open references should NOT be accepted – these could be the result of a mutually agreed settlement.

If a candidate has worked with children previously, whether on a paid or voluntary basis, then at least one reference should be obtained from the person or organisation that employed the applicant to work with children, even if that is not the applicant's current or most recent employer. This may mean requesting an extra reference.

If suitable references are unavailable (through company policy, for example), alternative references should be sought. If additional references have been sought but are unavailable, extra diligence should be observed during the interview process.

The interview and selection

The panel will ensure that arrangements are in place to guarantee that interviews and any other selection method are appropriate and run to time. They will agree who chairs the panel, and which questions will be asked by whom and note any points about the job to highlight with the candidate (hours of work/pay/ etc.).

They will have a template for each candidate (see Appendix B) so that the panel can make constructive notes for all candidates. When the recruitment process is complete (i.e. an offer of employment has been accepted) all non-short-listed candidates' application forms with the notes attached need to be retained for 6 months.

All applicants invited to an interview will be treated fairly. The interview will focus on each applicant's skills. All candidates will be asked questions about their attitude toward children and young people and their ability to support the school's agenda for safeguarding and promoting the welfare of children. They will be asked at least one question relating to equal opportunities.

All candidates should be asked the same baseline questions, but supplementary questions can be asked to cover any gaps in employment, disclosure of criminal convictions and any repeated changes in employment.

The panel will make appropriate and factual comments against the set questions during the interview. This is to provide notes about what has been said so that the panel can make an informed decision regarding the candidates. In particular, the panel should be

satisfied with the reasons for any gaps in the employment history and make notes on the reasons given.

All candidates will be offered the chance to ask questions of the panel and will be told when they will hear about the results of the interview.

The panel will discuss their assessments and make their decision based on who was best able to demonstrate they matched the criteria of the person specification. The decision may be to not select any of the candidates and re-advertise.

When the interview process is finished the interview notes along with shortlisting notes and the application form will be retained for six months.

Interviewers will give candidates time to ask and answer questions.

If the application form was submitted electronically, the interviewee will be asked to sign the application form.

After the decision

The successful applicant(s) will be telephoned as soon as possible after the decision by the head teacher. It must be made clear that this offer is subject to receipt of a clear DBS check and the receipt of two satisfactory references. The Finance Officer will then send out an email including the documents listed below.

If not already provided, the candidate must bring in their Right to Work in the UK documents (e.g. passport). The Finance officer or administrator must see the original of the document and ensure that it is a genuine document and relates to the candidate. The document(s) provided by the candidate will be photocopied, signed and dated to indicate that the original has been seen.

Job Offer paperwork:

- 1. DBS form**
- 2. Occupational Health Pre-Employment Assessment**
- 3. Pre-Employment Health Questionnaire**
- 4. Access to Medical Form Act 1968**
- 5. Authorisation to Obtain Medical Report Form**
- 6. MED1 form**
- 7. BACS form**
- 8. GCC Safeguarding Online Training details**
- 9. New Starter Template Form**
- 10. Criminal Declaration Form**

All personal information received during the recruitment process must be securely stored. Recruitment records and information will only be held for the statutory period in which a claim arising from the recruitment process may be brought – 6 months for unsuccessful applicants, 6 years for successful applicants.

Candidates should be advised to bring original, not copied, documentation to confirm their identity and/or information that will allow for the completion of a DBS application and documentation to confirm educational and professional qualifications relevant to the job.

Appendix A

Example job description and person specification

Job Description & Person Specification

Slimbridge Primary School

St. John's Road

Slimbridge

GL2 7DD

Email – head@slimbridge.gloucs.sch.uk

Tel: 01453 890216



Job Title: Higher Level Teaching Assistant with responsibility for Cover

Accountable to: Head Teacher **Start**

Date:

Salary: Grade 6

Contract: Permanent, Term Time only

Job Description: Teaching Partner (Early Years to Y6)

This Job description is based upon 'The Professional Standards for Teaching Assistants' June 2016 with additional, school specific, detail. HLTAs should hold the relevant qualification and have been deemed, by the Head Teacher, as having the ability to work with the whole class.

Principle Roles: To work in partnership with teachers across the whole school as deployed by the Headteacher/designated representative to raise the learning and attainment of all pupils, including those with any identified special education need including EHCPs whilst also promoting their independence, self-esteem, and social inclusion. To provide first day cover, where possible and to take classes for PPA and other release as deemed appropriate by the Head Teacher.

Professional duties

The following duties shall be deemed to be included in the professional duties which an HLTAs may be required to perform at this school. These duties are similar to those of Teaching Partners with the added expectation that HLTAs provide teaching cover for day of absence, pre-arranged courses and class cover (to cover PPA for example) as required by the Head Teacher.

Teaching and Learning:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher in and out of class and increase achievement of all pupils including those with special educational needs and disabilities.
- Promote, support, and facilitate inclusion by encouraging participation of all pupils, including those with SEND and EHCPs, in learning and extra-curricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures and know when and how to use Individual Behaviour Plans, rewards, and sanctions.

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role including in the development and implementation of My Plan (+) s.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organizing and managing physical teaching space and resources.
- To take large groups, up to a whole class, for periods at the request of the class teacher / Head Teacher.

Knowledge and Understanding:

- Share responsibility for ensuring that their own knowledge and understanding, especially of SEND and disadvantaged pupils' needs, is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching partner role, with support from the school.
- Demonstrate expertise and skills in understanding the needs of all pupils including curriculum design and development within the school.
- Demonstrate expertise and skills in understanding the needs of pupils with highprevalence SEND – for example: ASD, ODD, SEMH.
- Know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognizing that these may extend beyond a direct support role.

Working with others

- Recognize and respect the role and contribution of other professionals, parents, and carers by liaising effectively and working in partnership with them.
- With the teacher of the class, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision.

General duties

- Assist with the supervision of pupils out of lesson times, including before and after school, break-times and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- In an emergency to accompany a child or children to hospital or designated surgery when requested by the Headteacher or designated representative.
- Undertake any other reasonable duties assigned by the Line Manager or Headteacher.

Working Time: 27.5 hours + additional time up to one hour per day when covering teaching at the request of the school

Specified working hours: between 8:30am and 3.30pm daily depending on the needs of the school (to include breaks and lunch)

Special Conditions

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people, and that Safeguarding Policies and Procedures are followed.

This Job Description may be amended at any time, according to the changing priorities of the school as identified within the school's strategic plan and in consultation with the post holder.

Slimbridge Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Having read and understood the job description above, I accept this as a reflection of the job for which I am employed:

Head Teacher/ Line Manager's signature: _____

Date: _____

Post-holder's signature: _____

Date: _____

Person Specification:

	Essential	Desirable	How Assessed
Qualifications:			
Achieved NVQ level 3, equivalent in a teaching assistant related course or qualification evident by proven successful experience at this standard	✓		Application & certificate(s)
Maths and English to GCSE Grade C or equivalent	✓		Application & certificate(s)
Secure grammar, punctuation and spelling skills	✓		Application & task
ICT Literate with Microsoft Office skills	✓		Application & certificate(s)
DBS clearance	✓		ID checks and references
Experience:			
Relevant volunteer or paid classroom experience in last 2 years.	✓		Application & reference
Relevant paid classroom experience at Grade F	✓		Application & reference
Relevant classroom experience in Early Years		✓	Application & reference
Experience of working with pupils with a variety of needs ie autism, behaviour, academic	✓		Application & reference
Relevant experience of delivering intervention programmes in basic skills	✓		Application & reference
Ability to teach effective Phonics across all phases	✓		Task
Personal and Professional Skills and Attributes:			
Knowledge of strategies to academically and emotionally support pupils	✓		Application, interview & reference
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	✓		Application, interview & reference
Highly motivated and enthusiastic	✓		Application, interview & reference
High professional standards	✓		Application, interview & reference
High expectations of students in terms of behaviour and achievement	✓		Application, interview & reference
Ability to work effectively as a member of a team	✓		Application, interview & reference
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy	✓		Application, interview & reference
High quality organisational skills	✓		Application, interview & reference
Knowledge & understanding of the National Curriculum	✓		Application, interview & reference
Knowledge & understanding of the EYFS from FS		✓	Application, interview & reference
Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching and learning	✓		Application, interview & reference
Willingness to engage in personal development activities	✓		Application, interview & reference
Willingness to play a part in the wider life of the school	✓		Application, interview & reference

Appendix B – Example page from an interview record with example questions

interview questions

Name of interviewee:

Date:

Name of interviewer:

Safer recruitment date of qualification:



Interviewer	Aspect	Question	Person Specification referenced		Notes
HT	General	Why do you want to be a teacher at this school?	<ul style="list-style-type: none"> • Able to engage, motivate and inspire • Excellent interpersonal skills • Nurturing and aspirational for children • Able to maintain calm demeanour when confronting challenging situations • Can work well as a member of team • Proactive, passionate and determined • Committed to the wider life of the school 	<ul style="list-style-type: none"> • Experience of working in a range of settings 	
		What experience do you have which you feel is beneficial to being a SENCO at Slimbridge?			
HT	Teaching and Learning	Tell us what you think makes high-quality inclusive teaching.	<ul style="list-style-type: none"> • Proven ability as an excellent class teacher evidencing strong impact with individuals and group • Knowledge of implementation of the SEN Code of Practice • Demonstrable commitment to equality of opportunity and inclusive practices 	<ul style="list-style-type: none"> • Specific knowledge or experience of pastoral support for pupils • Experience of working as an Advisory Teacher • Experience of effective impact with high incidence SEN issues: ADD; ADHD; ASD; ODD; PDA. • Experience of supporting the professional development of others • SENDCo in another setting 	
HT		How would you support the whole-school curriculum and ensure appropriate strategies are implemented for all pupils?	<ul style="list-style-type: none"> • Ability to communicate highly effectively with a wide range of stakeholders • Knowledge of implementation of the SEN Code of Practice 		
Gov		What experience do you have of monitoring teaching and learning activities to make sure they meet	<ul style="list-style-type: none"> • Knowledge and experience of teaching in EYFS, KS1 and KS2 		

Appendix C – GCC Application Form



Application Form for Employment

(Teaching and Support Assistant Staff)

App No:
For office use only

Thank you for your interest.

Please complete all sections on this form. If any sections do not apply to you, please enter 'not applicable'. The information provided on the form will be considered by the short-listing panel who will decide whether you proceed to the next stage of the selection process.

This form is also available in large print, Braille or on audiotape on request.

Application for the post of
Teaching Assistant Grade 3-5 depending on experience

Position Ref No

Name of School / Academy Slimbridge Primary School

Employment History

(Please give details of your current or most recent employment)

Post Title	From	To
Employer Name/ School / Establishment	Salary / Grade	
Full time / Part time	Period of notice	
Reason for leaving		
Description of key duties and responsibilities		

Issued by: Human Resources

Previous Employment (Please give details of all previous positions you have held since leaving your previous position, starting with the most recent first).

[illegible]

Please give details of any gaps in your employment history	

REFERENCE FORM – TEACHING STAFF



Applicant:	Current Employer:
Date issued:	Referee: Position:

Please confirm the following –

Candidates Job Title: Teacher

Date of employment from to

Length of time employed in the above role:

Length of time known / you have been line manager:

Please tick the appropriate boxes

	Excellent	Good	Satisfactory	Poor	Comments
Ability to develop and sustain positive relationships with children					
Ability to support children in developing positive behaviour					
Ability to develop/sustain positive relationships with parents, staff, adults etc.					
Knowledge and understanding of KS2 curriculum					
Performance history whilst you have known them					

Ability to support learning/progress of children with SEND					
Ability to be empathetic and kind					
Ability to learn and apply new skills					
Capacity to be flexible					
Understanding of confidentiality					
Honesty					
Reliability and punctuality					

General Comments please:

In your opinion what are the applicant's next steps professionally:

Reasons for leaving:

Would you re-employ? Yes / No

If not, please give details

Is there any disciplinary procedure which the applicant has been subject to in which the sanction is current? Yes / No

If yes, please give me details.

Has the applicant ever been the subject of any child protection allegations or concerns? Yes / No

If yes what was the outcome of the enquiry?

Do you consider the applicant suitable to work with children? Yes / No

If no please explain;

I understand that:

I have a responsibility to ensure that the reference is accurate and does not contain any misstatement of omission.

The relevant factual content of the reference may be discussed with the applicant.

Signed:

Date:

Print name:

Position: