

## The Warriner Multi Academy Trust

### **Safer Recruitment Policy**

#### **Purpose:**

The purpose of this policy is to define the Trust's strategic approach to recruitment and selection activity and to establish a consistent framework for the application of these activities.

The Trustees of the Warriner Multi Academy Trust recognise that safeguarding and promoting the welfare of young people is an integral factor in recruitment and selection and is an essential part of creating a safe environment for young children and young people. The Trustees are committed to ensuring that safeguarding is central to our recruitment and selection practices.

The Trust is committed to providing equality of opportunity at all stages of the recruitment and selection process and ensuring that candidates are treated fairly and lawfully throughout the process. Shortlisting, interviewing and selection will always be carried out without regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, political affiliation or trade union membership.

#### **Aims:**

- To attract and appoint the highest calibre of applicant
- To ensure safe and equitable recruitment and selection is conducted at all times, in line with "Keeping Children Safe in Education" and relevant employment legislation.
- To deter, identify and reject prospective applicants who are unsuitable for work with young children or young people.

### **Roles and responsibilities:**

The Trust Board will;

- ensure this procedure is regularly reviewed

Trust HR Department will;

- regularly review this policy in line with regulatory requirements and best practice
- manage or have oversight of the process
- provide advice on the policy to recruiting Heads and Managers.

Head Teachers and Head of school will;

- ensure all members of staff have read and have access to this procedure and that the procedures are followed.
- ensure that the school operates safe and fair recruitment and selection procedures in line with this policy
- ensure that all appropriate checks have been carried out on staff and volunteers in the school
- monitor any contractors and agencies compliance with this document
- promote the safety and well-being of children and young people at every stage of this process

Interview panels;

- refer to this document and part 3 of KCSIE prior to involvement in any stage of the recruitment process

*Appendix 1 – Safer recruitment and Selection practices*

*Appendix 2 – WMAT Teacher Person Specification*

*Appendix 3 – WMAT TLR holder Person Specification*

*Appendix 4 – WMAT reference request*

*Appendix 5 – WMAT invitation to interview letter*

***This policy was considered and approved by The Warriner Multi Academy Trust Board in their meeting on the 19<sup>th</sup> December 2024***

***Review Due; December 2026***

## Appendix 1

### Safer Recruitment and Selection Practices

#### 1. Advertising

It will be normal practice for all vacancies to be advertised unless there is a good reason not to do so. Advertisement may be either internally (for example on school noticeboards or on the school intranet site) or externally (such as via the Education Jobs website), depending on the type of vacancy, the nature of the contract which exists and the current nature of the recruitment market. When advertising externally, the school will ensure that school staff are aware, to allow current members of staff to apply, should they wish to do so.

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › A statement regarding the declaration of convictions, under the Rehabilitation of Offenders Act 1974
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account
- › An equal opportunities statement

All advertisements for posts of regulated activity, paid or unpaid, will include the

following statement;

*All schools within the Warriner Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an enhanced DBS check and satisfactory references. Please be aware that, as part of the shortlisting process we may be carrying out an online search in line with Keeping Children Safe in Education in order to identify any incidents or concerns which are publicly available online. The Warriner Multi Academy Trust is an equal opportunities employer. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act (1974).*

All applicants when applying for a post will be given access to the following with the application:

- A statement of the school's commitment to ensuring the safety and well-being of the pupils
- Job description and person specification
- The school's Safer Recruitment Policy
- The school's safeguarding Policy
- The Trust's Whistleblowing Policy
- Data Privacy Statement for applicants
- An application form
- Our Policy Statement on recruiting applicants with criminal records including the Criminal Record Declaration Form

Prospective applicants must complete, in full, and return a signed application form. Incomplete application forms will be returned to the applicant where the deadline for completed forms has not passed.

Candidates submitting an application form completed on line will be asked to sign the form if called for interview.

A curriculum vitae will not be accepted in place of a completed application form.

## **2. Application forms**

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and policy statement on the employment of ex-offenders

## **3. Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- Assess all applications against the same criteria, without exception or variation
- Candidates will be short listed against the person specification for the post.
- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

**Once we have shortlisted candidates, we will ask shortlisted candidates to:**

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history

- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

#### **4. Seeking references and checking employment history**

We will obtain two references before interview, one of which must be from the applicant's current/most recent employer where possible. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Not rely on applicants to obtain their reference
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.

Referees will be asked specific questions about the following:

- The candidate's suitability to work with children and young people
- Any substantiated allegations
- Any disciplinary warnings, including time-expired warnings, relating to the Safeguarding of children and young people
- The candidate's suitability for the post, including the candidate's ability and willingness to promote fundamental British values.
- Applicants current post, salary, grade and pay point.

## **5. Invitation to Interview**

Candidates called to interview will receive a letter inviting them to interview and explaining:

- Details of the interview day
- Details of any selection techniques or tasks to be undertaken as part of the interview process
- An opportunity to discuss the process prior to the interview
- That they will be asked to provide proof of identity, relevant qualifications and recent payslip

- That they will be asked to complete and sign a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information

## **6. The Selection Process**

At least one member of the Selection and Recruitment Panel will have successfully completed training in safer recruitment within the last 5 years.

All members of the interview panel will have re read part 3 of Keeping Children Safe in Education.

Selection techniques will be determined by the nature and duties of the post but all vacancies will require an interview of short-listed candidates.

Interviews will mainly\* be face-to-face and may include additional interview techniques such as observation or exercises. (\*interviews may be held via Microsoft team or other platform when circumstances require, such as during COVID restrictions. In these circumstances identification would still need to be provided in person)

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore what attracted the candidate to the post being applied for and their motivation for working with children

- Explore their skills and ask for examples of experience of working with children which are relevant to the role
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

## **7. Outcome of Selection Process**

Any offer of employment made to the preferred candidate will be made conditionally, in writing, subject to satisfactory completion of pre-employment checks and satisfactory references

## **8. Pre-appointment vetting checks**

All information on the checks carried out will be recorded in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New Staff**

***All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks.***

When appointing new staff, we will:

- Verify their identity
- Obtain an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity. We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we will still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available (In addition the individual must be appropriately supervised until receipt of the DBS)
- Verify their mental and physical fitness to carry out their work responsibilities (confidential health questionnaire)

- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- Check that candidates taking up a management position\* are not subject to a prohibition from management (section 128) direction made by the secretary of state

\* Management positions are most likely to include, but are not limited to, headteachers, heads of school, deputy/assistant headteachers, support staff on Trust or School Senior Leadership Team. They also include voluntary positions such as Trustees and Local Governors

On all staff employed to work in early years, breakfast or after school club we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or

- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party**

**We will;**

- Obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform.
- Check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

**We will;**

- Ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:
  - An enhanced DBS check with barred list information for contractors engaging in regulated activity
  - An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- Obtain the DBS check for self-employed contractors.

- Not keep copies of such checks for longer than 6 months.
- Not allow contractors who have not had any checks, to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches who will work with children 8 and under, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Trainee/student teachers**

#### **We will;**

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In schools with pupils under the age of 8 these includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

#### **We will:**

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out, in schools with pupils under 8 years old, to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Members, Trustees and Local Governors**

#### **We will;**

- Obtain an enhanced DBS check without barred list information for all Members, Trustees and Governor.

- Obtain an enhanced DBS check with barred list information for Members, Trustees and Governors if working in regulated activity.
- Arrange for the DBS check of the chair of the board to be countersigned by the secretary of state.
- Complete a section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)) on members, trustees and chairs of governors
- Verify Identity
- Complete other checks deemed necessary if they have lived or worked outside the UK

## 9. Induction

All staff and volunteers who are new to the school will receive information on the school's safeguarding policy and procedures and guidance on safe working practices which would include guidance on acceptable conduct/behaviour. These expectations will form part of new staff members' induction training and the information they receive includes;

- Keeping Children Safe in Education Part 1
- Staff Code of Conduct
- Behaviour Policy
- Safeguarding, Child Protection and Prevent
- Whistleblowing Policy

**Appendix 2**  
**The Warriner Multi Academy Trust**

**Teacher: Person specification**

*The trustees and governors are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.*

Essential	Desirable	Evidence
<b>Qualifications and experience:</b> <ul style="list-style-type: none"> <li>• First degree</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development</li> <li>• Teaching experience (including training practice) within the designated age range.</li> <li>• Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</li> <li>• Knowledge of current legislation, guidance and developments relating to the specifics of the post.</li> <li>• Successful practice in accordance with the teaching standards</li> </ul>	<b>Qualifications and experience:</b> <ul style="list-style-type: none"> <li>• Involvement in and organisation of wider school activities, including extra-curricular activities</li> <li>• Commitment to continuing professional development activities</li> </ul>	Application form Certificates References
<b>Sets high expectations and inspires, motivates and challenges all pupils by:</b> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>		Application form Letter of application References Interview Lesson observation
<b>Promotes good progress and outcomes by pupils by:</b> <ul style="list-style-type: none"> <li>• Being accountable for pupils' attainment, progress and outcomes.</li> </ul>		Application form Letter of application

<ul style="list-style-type: none"> <li>• Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding pupils to reflect on the progress they have made and their emerging needs.</li> <li>• Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>• Encouraging pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>		References Interviews Lesson observation
<p><b>Demonstrates good subject and curriculum knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Having a secure knowledge of the relevant subject(s) / age range and curriculum areas, fostering and maintaining pupils' interest and addressing misunderstandings.</li> <li>• Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism.</li> <li>• If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics.</li> <li>• If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.</li> </ul>		Application form Letter of application References Interviews Lesson observation
<p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and children's intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>		Application form Letter of application References Interviews Lesson observation
<p><b>Adapt teaching to respond to the strengths and needs of all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</li> <li>• Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</li> </ul>		Application form Letter of application References Interviews Lesson observation

<ul style="list-style-type: none"> <li>• Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>		
<p><b>Make accurate and productive use of assessment by:</b></p> <ul style="list-style-type: none"> <li>• Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</li> <li>• Making use of formative and summative assessment to secure pupils' progress.</li> <li>• Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>• Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</li> </ul>		<p>Application form Letter of application References Interviews</p>
<p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> <li>• Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>
<p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> <li>• Communicating effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	<p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback</li> </ul>	<p>Application form Letter of application References Interviews</p>

Appendix 3

The Warriner Multi Academy Trust

TLR Holder: Person specification

*The trustees and governors are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.*

Essential	Desirable	Evidence
<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• First degree</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development</li> <li>• Teaching experience (including training practice) within the designated age range.</li> <li>• Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</li> <li>• Knowledge of current legislation, guidance and developments relating to the specifics of the post.</li> <li>• Successful practice in accordance with the teaching standards</li> </ul>	<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• Involvement in and organisation of wider school activities, including extra-curricular activities</li> <li>• Commitment to continuing professional development activities</li> </ul>	<p>Application form Certificates References</p>
<p><b>Leading and managing staff:</b></p> <ul style="list-style-type: none"> <li>• Involvement in the development and implementation of policy and practices</li> <li>• Understanding of the need for systematic school self-evaluation and knowledge of strategies for achieving this</li> <li>• Good people management skills</li> <li>• Ability to delegate and support others to achieve specific targets</li> <li>• Ability to lead staff in a variety of contexts and by example where appropriate</li> <li>• Ability to take difficult decisions and convey outcomes clearly and sensitively.</li> </ul>	<p><b>Leading and managing staff:</b></p> <ul style="list-style-type: none"> <li>• Good understanding of management and leadership issues</li> <li>• Understanding of effective performance management and professional development of staff</li> <li>• Successful experience in a leadership or management role, e.g. subject leader.</li> </ul>	<p>Application form Letter of application References Interview</p>

<p><b>Strategic direction and development:</b></p> <ul style="list-style-type: none"> <li>• Understanding of the key principles of development planning.</li> <li>• Successful experience of implementing and managing change</li> <li>• Sound understanding of financial planning</li> </ul>	<p><b>Strategic direction and development:</b></p> <ul style="list-style-type: none"> <li>• Experience of school improvement</li> </ul>	
<p><b>Sets high expectations and inspires, motivates and challenges all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>		<p>Application form Letter of application References Interview Lesson observation</p>
<p><b>Promotes good progress and outcomes by pupils by:</b></p> <ul style="list-style-type: none"> <li>• Being accountable for pupils' attainment, progress and outcomes.</li> <li>• Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding pupils to reflect on the progress they have made and their emerging needs.</li> <li>• Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>• Encouraging pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>
<p><b>Demonstrates good subject and curriculum knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Having a secure knowledge of the relevant subject(s) / age range and curriculum areas, fostering and maintaining pupils' interest and addressing misunderstandings.</li> <li>• Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism.</li> <li>• If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics.</li> <li>• If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>

<p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and children’s intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>
<p><b>Adapt teaching to respond to the strengths and needs of all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</li> <li>• Having a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</li> <li>• Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils’ education at different stages of development.</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>
<p><b>Make accurate and productive use of assessment by:</b></p> <ul style="list-style-type: none"> <li>• Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</li> <li>• Making use of formative and summative assessment to secure pupils’ progress.</li> <li>• Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>• Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</li> </ul>		<p>Application form Letter of application References Interviews</p>

<p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.</li> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> <li>• Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</li> </ul>		<p>Application form Letter of application References Interviews Lesson observation</p>
<p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> <li>• Communicating effectively with parents with regard to pupils’ achievements and well-being.</li> </ul>	<p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</li> </ul>	<p>Application form Letter of application References Interviews</p>

**(Appendix 4)**

Warriner Multi Academy Trust

CEO: Dr Annabel Kay



Bloxham  
Oxfordshire  
OX15 4LJ

Tel Number: 01295 720777  
admin.4007@warriner.oxon.sch.uk  
www.thewarrinerschool.co.uk

**Reference Questionnaire**

**Name of Candidate:**

**Post:**

**Reference from:**

1. Excellent                      2. Good (above Average)                      3. Moderate                      4. Weak

Qualities/Competencies	1	2	3	4
Organisational ability				
Management skills				
Ability to meet deadlines				
Ability to use own initiative				
Ability to develop good relationships with colleagues				
Capacity for self-evaluation and personal development				
Punctuality				
Do you know of any disciplinary action taken/outstanding in respect of this candidate?			Yes	No
Do you know of any reason why the candidate should not work with children?			Yes	No
What dates did the candidate work of you?			From:	To:
What is the candidate's current (final) salary and pay point?				
Would you be happy to re-employ this candidate?			Yes	No
Have you any reason to doubt the honesty or integrity of the applicant?			Yes	No

How would you finally recommend the candidate for this position? (Please delete accordingly)  
Not Recommended / Recommended / Highly Recommended/ Without Hesitation

Would you like to make any further comments that would show the candidate's suitability/unsuitability for the above post?

.....  
.....

.....

Please state here in what capacity you know the candidate:

.....  
.....

Signature of Referee: ..... Date: .....

## **Appendix 5 – invitation to interview**

TRUST HEADED PAPER  
DATE

NAME  
ADDRESS

Dear

### **Interview for the post of XXXXX**

Further to your recent application for the post of XXXXX at XXXXXX school, we would like to invite you to attend for interview on:

**Date:**

**Time:**

**Location:**

We anticipate that the interview will last approximately XXXXXX.

On arrival, please report to reception.

The purpose of the interview is to assess your suitability for the above post and give both the panel and you an opportunity to gain further information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

**IF APPLICABLE:** There will also be a presentation/group exercise/data exercise/in-tray exercise (include details of the exercise, what the interviewees need to prepare, etc.)

**Please confirm your attendance to email address.**

Please note that this post requires a standard / enhanced / enhanced including barred list DBS check. (delete as applicable to the post).

You will need to bring **all** of the following original documentation with you to the interview;

- The attached Self Declaration Form; completed and in a sealed envelope to be given to member of staff who verifies your identity prior to the interview.
- First degree and/or teaching certificate
- Subsequent qualifications
- birth certificate
- marriage certificate (if name change)
- driving licence

- passport
- National Insurance Number
- utilities bill (showing your current address)
- most recent pay slip
- acceptable documentary evidence to demonstrate Right to Work in the UK if you are not a UK passport holder; Here's the link to the list of acceptable documents: [Right to work checklist - GOV.UK](#)

Documents will be photocopied and placed on your personal file, should you be appointed.

### **References**

Prior to interview, we will be writing to referees to provide an objective assessment of your suitability to work with children and to undertake this role.

Please note that any position offered will be conditional until we have received satisfactory pre-employment checks including references, medical clearance, satisfactory DBS disclosure, verified proof of eligibility to work in the UK, proof of professional registration body and qualifications.

It is important to remember that an offer of employment cannot be made until the above documents have been received and verified.

Any information supplied by you as part of the selection process will be securely held on file.

### **Reasonable adjustments**

If you consider yourself to have a disability, we will be pleased to make any reasonable adjustments to our recruitment process to enable you to participate fully. Please contact me on **email address or phone number** prior to the interview date so we can discuss your requirements.

If you have any questions please contact me via xxxxxxxx.

Finally, thank you again for applying for the post. We are looking forward to meeting you and wish you good luck.

Yours sincerely,

**xxxxx (name)**  
**xxxxx (job title)**

Encl:  
Self Declaration Form