

## Safer recruitment flowcharts

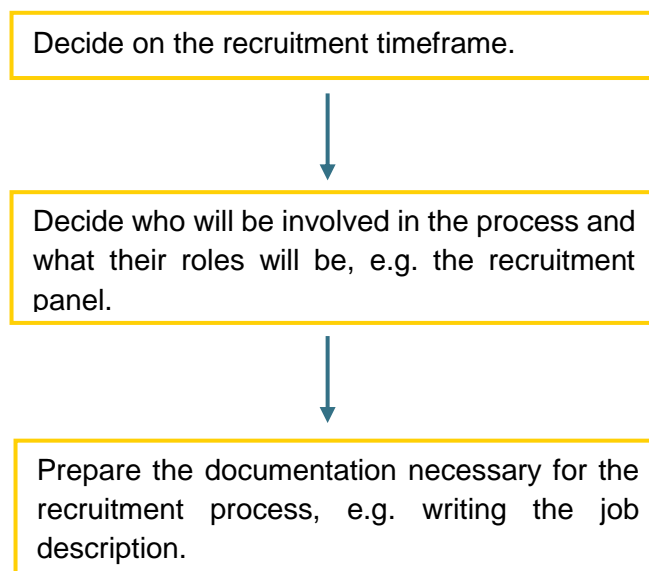
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### How to use the safer recruitment flowcharts

The safety and protection of pupils should always be a key focus for schools; therefore, the safer recruitment process is of the utmost importance. This article includes flowcharts for each stage of the recruitment process, which should aid schools in ensuring they meet their safer recruitment duties. Where additional information is located to the right of the main flowchart, this indicates that the step should be done simultaneously.

### Planning, advertising and shortlisting

This stage is dedicated to the planning and structuring of the recruitment process. Before advertising for a job vacancy, schools must ensure that at least one member of the recruitment panel has successfully undergone up-to-date safer recruitment training. Throughout the recruitment process, schools should ensure that recruitment panels are watchful of candidates displaying inappropriate characteristics, e.g. they have no understanding or appreciation of children's needs.





Create the advertisement, ensuring it is fit for purpose, e.g. it includes information specific to the role on offer and the benefits of the role are highlighted. Ensure safeguarding is considered.



Ensure applications can be submitted electronically.



Reply to any requests for further information.



Recruitment panel members (at least two) create their own shortlist, which are then collated.



Reply to all applications with a letter notifying candidates about whether they have been shortlisted.



Ensure that successful candidates receive the application pack.



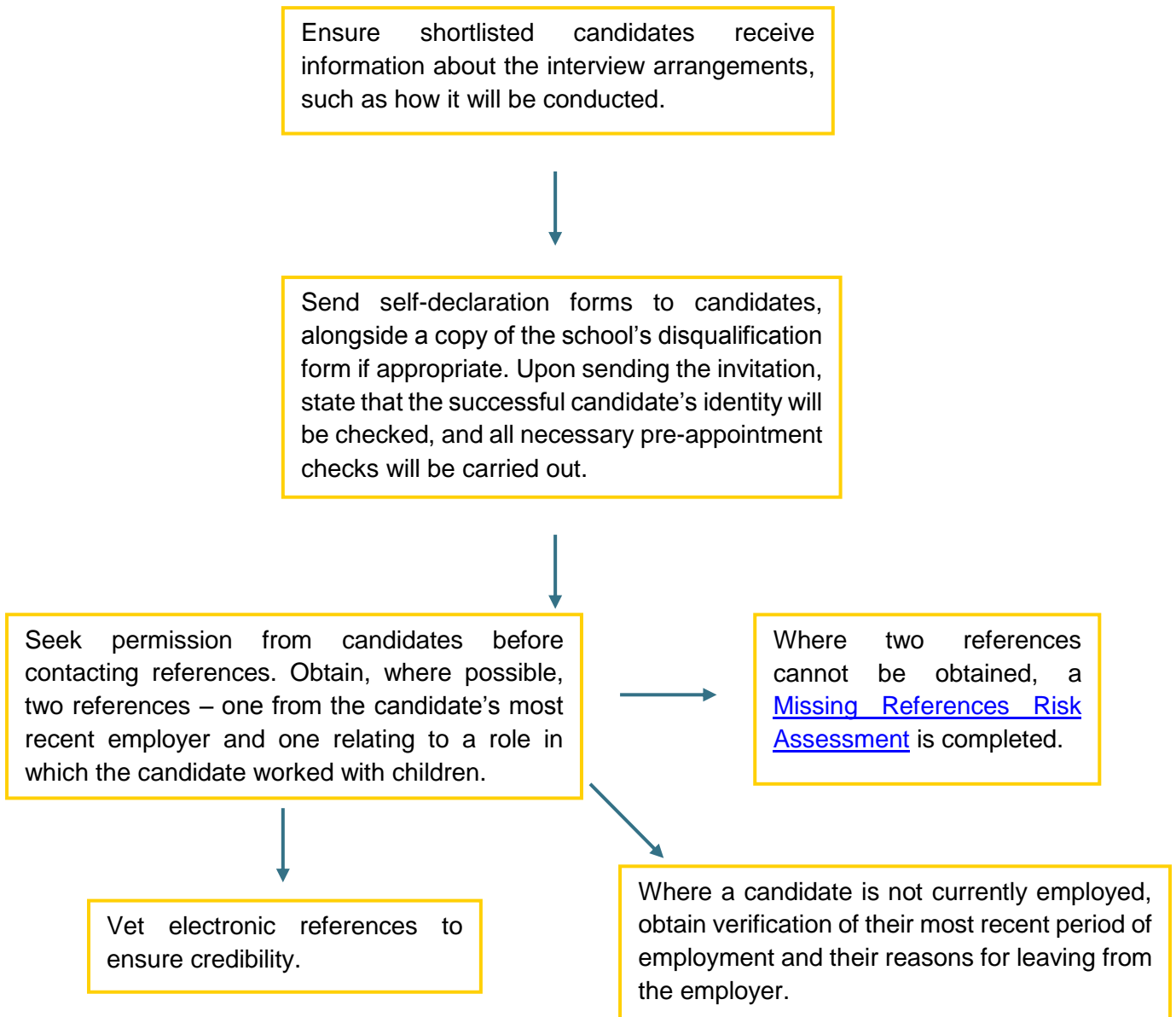
Arrange interviews for shortlisted candidates.



Ensure unsuccessful applicants receive a letter thanking them for their application and informing them that they were unsuccessful.

## Invitation to interview

The next step in the recruitment process is to send out invitations to interview. Schools should ensure that application packs have been sent before inviting candidates to an interview.



## Pre-interview checks

During this stage, schools should complete the necessary pre-interview checks to ensure candidates are appropriate for the role.

Verify that the candidate has qualifications or experience relevant to the post.



Check references against application forms and note any discrepancies or concerns – follow these up with referees. References should be from a senior person and open testimonials should not be relied upon, nor should information provided by the candidate.



Check, and where necessary follow up, candidates' self-declaration forms.



Check candidates' social media or other online activity for concerning or inappropriate behaviour.

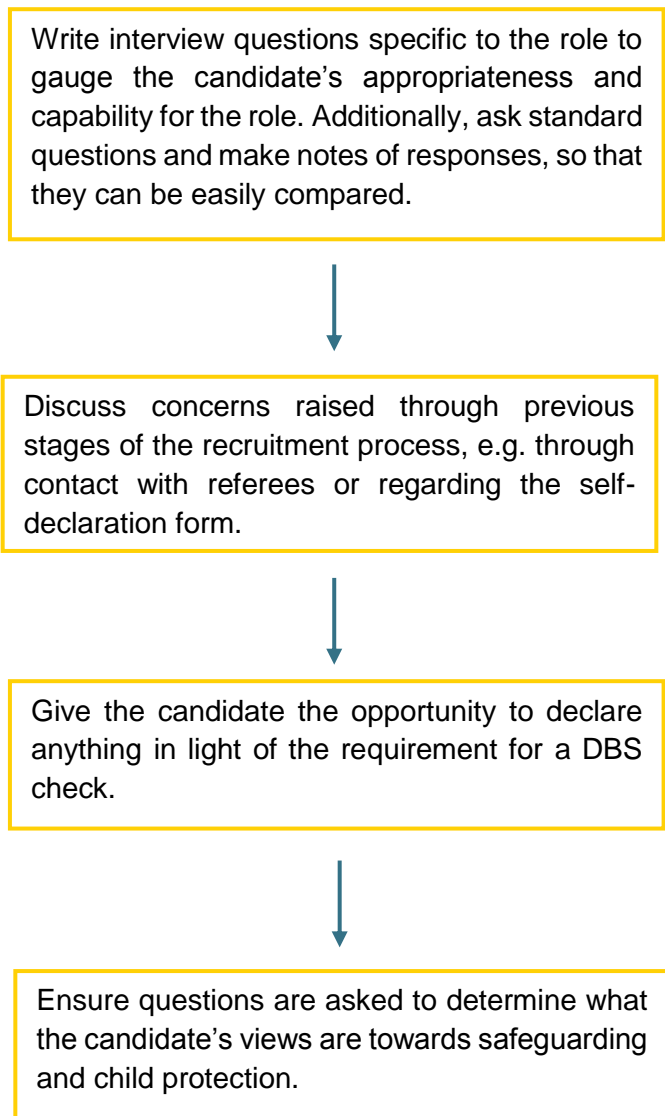


Make notes of any concerns that require addressing during the interview.

## The interview

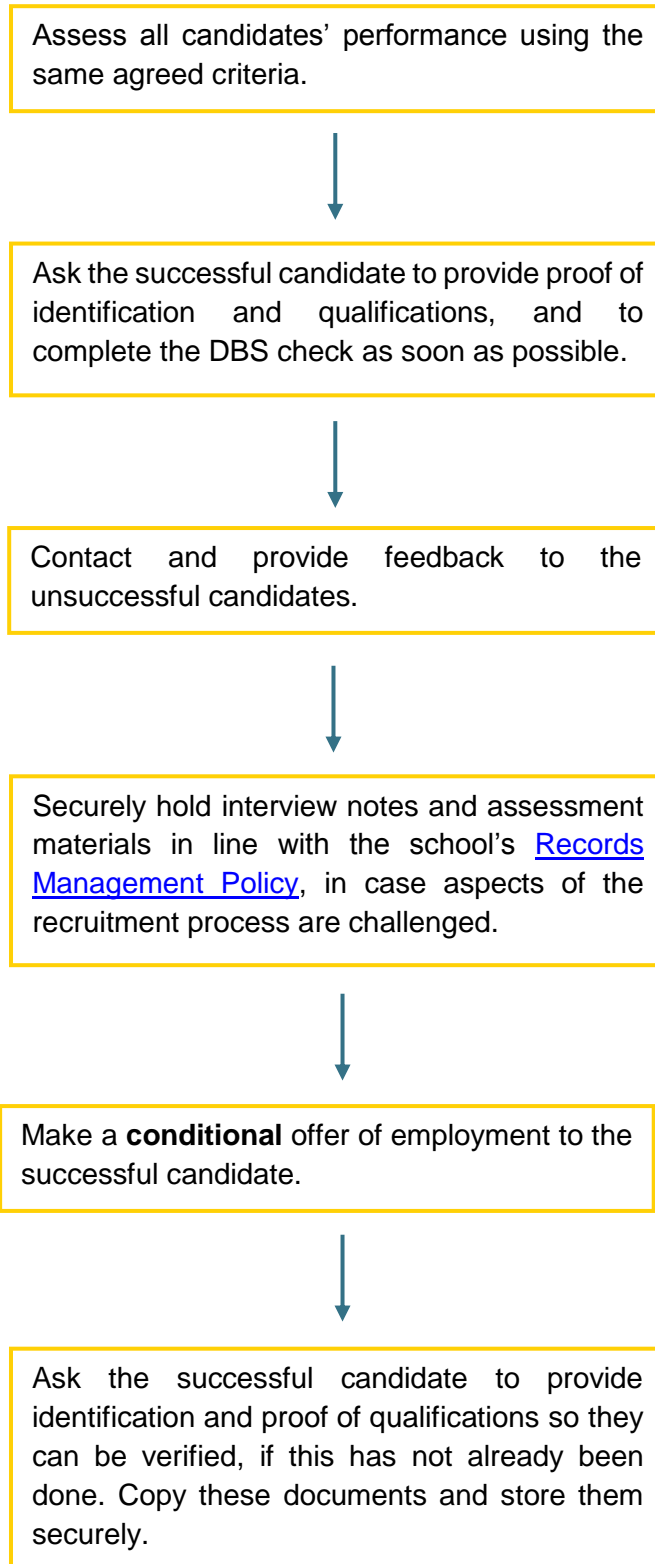
Schools should ensure that they have thoroughly prepared for interviews, e.g. by creating interview questions for specific vacancies. Additionally, the recruitment panel should review any notes made during the previous stages to establish any particular areas that need discussing with individual candidates.

Our [Interviewing](#) topic contains various pieces of content, such as example interview questions for a multitude of roles, to help schools with this process.



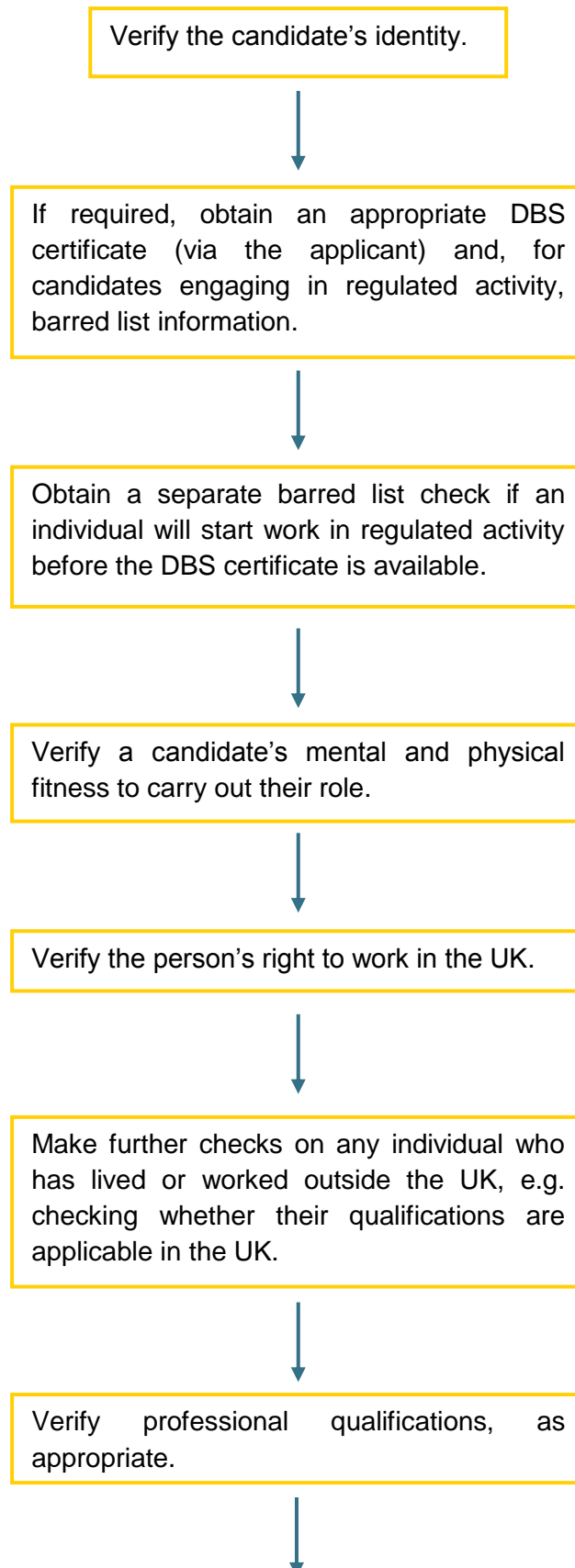
## After the interview

The time after interviews have been completed should be used by the recruitment panel to assess candidates and decide who is the most suitable applicant for the role.



## Pre-appointment checks

All appointments must be conditional until pre-appointment checks have been satisfactorily completed. A flowchart for when a DBS and other criminal checks are needed can be found on page 39 of KCSIE 2018.





Ensure any candidate employed to carry out teaching work is not subject to a prohibition order, or any sanction or restriction imposed (that remains current) by the General Teaching Council for England before its abolition in March 2012.



**[Independent schools, including free schools and academies]** Contact the Teaching Regulation Agency Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction.



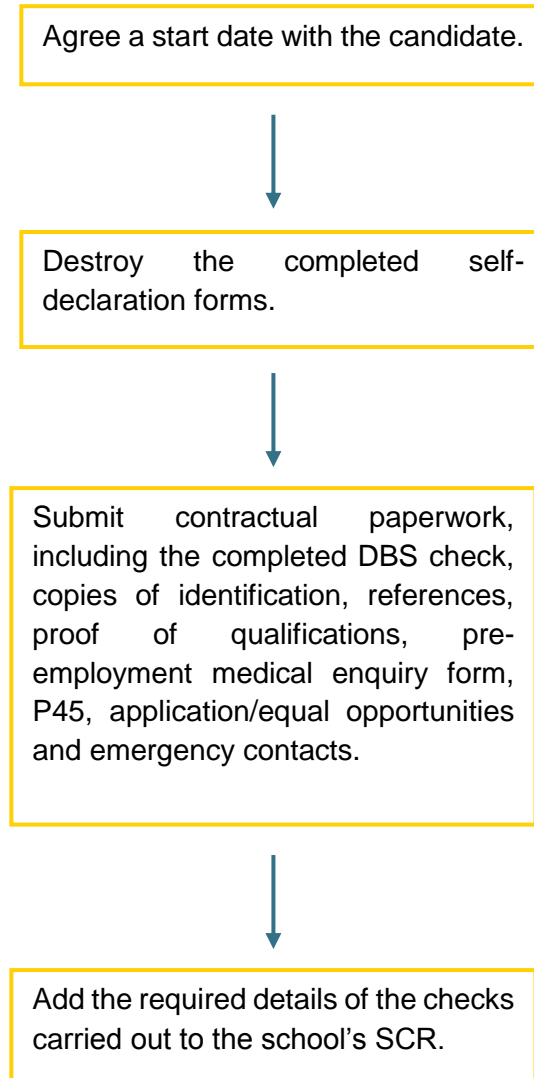
Use the secure access portal on the Teacher Services' [webpage](#) to complete checks for all prohibitions, directions, sanctions and restrictions.



For volunteers, candidates who have worked outside of the UK, agency and third-party staff, trainee/student teachers, existing staff, contactors, adults who supervise children on work experience, homestay arrangements and governors, ensure the additional stipulations in the school's [Safer Recruitment Policy](#) are adhered to, and are compliant with '[Keeping children safe in education](#)' 2018.

## After the pre-appointment checks

Once all the pre-appointment checks have been completed, the recruitment panel should be ready to make an unconditional offer of employment to the successful candidate.



## Single central record

An SCR is a legal requirement in the recruitment and vetting process for all schools. This example [SCR](#) will aid schools with completing this process.

Add new employees to the SCR. As a minimum, the SCR should include whether the following checks were carried out, as well as detailing the date on which the check was completed:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications
- A section 128 check
- A check to establish the person's right to work in the UK



**[Colleges]** Record whether the person's position involves 'regulated activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18.



**[Supply staff]** Include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

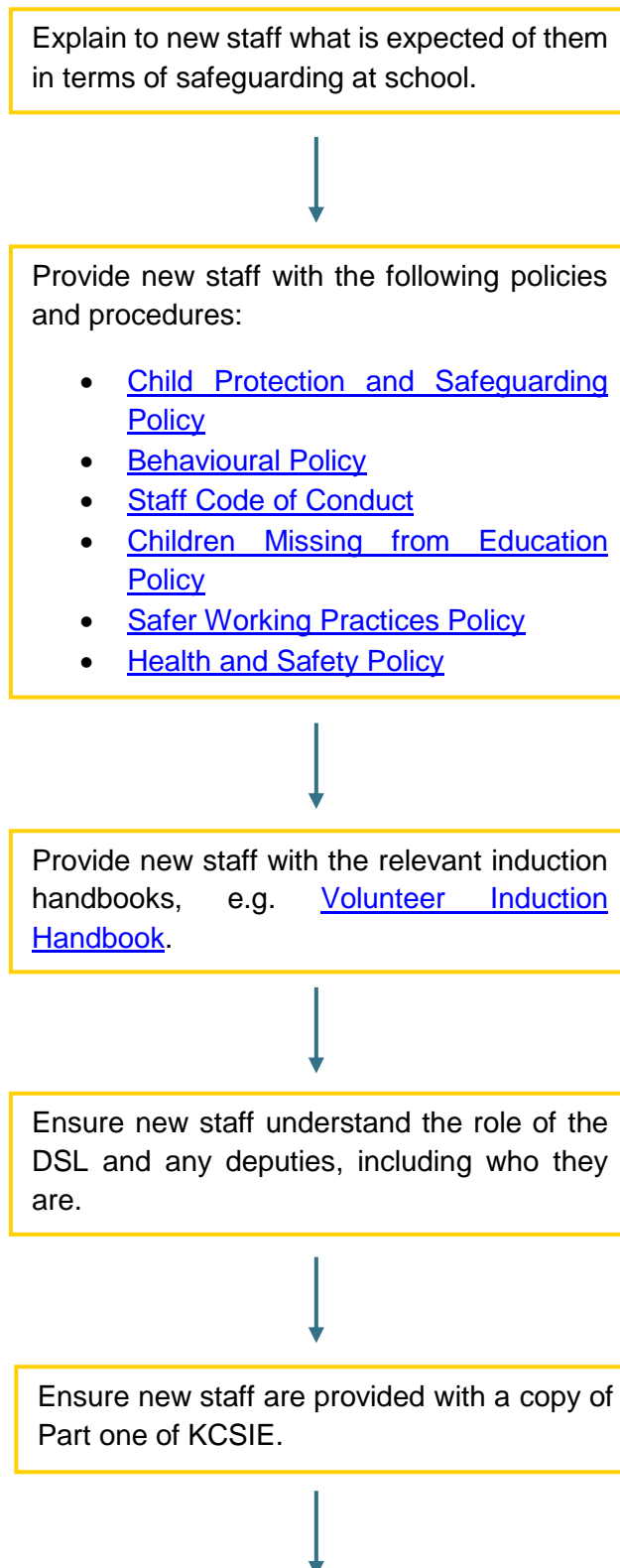


Record checks that have been carried out on volunteers.

## Induction

The induction process is vital to ensuring staff make the best start to their new roles. Schools should have an [Induction of New Staff Policy](#) as well as an [NQT Induction Policy](#). The induction process may often depend on the role that the candidate is filling, e.g. a [governor](#) will likely require a different induction process than teaching staff.

The below flowchart is generic; schools should follow their relevant policies and use professional judgement to make additions and alterations.



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graph TD; A[Provide appropriate safeguarding and child protection training which is regularly updated.] --> B[Ensure staff are aware of their local early help process and understand their role in it.]; B --> C[Ensure staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.]; C --> D[Ensure staff know what to do if a pupil tells them they are being abused or neglected.];
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Ensure staff know what to do if a pupil tells them they are being abused or neglected.

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## Bibliography

DfE (2018) 'Keeping children safe in education'

FusionHR (2018) (Email conversation regarding references) [Personal communication: 22 October 2018]